DOCUMENT RESUME

ED 344 846 SP 033 691

AUTHOR Middleton, Ernest J., Ed.; And Others
TITLE Recruitment and Retention of Minority Students in Teacher Education: Programs That Work. Proceedings of the National Conference on the Recruitment and Retention of Minority Students in Teacher Education (4th, Lexington, Kentucky, January 15-17, 1990). 1990).
INSTITUTION Kentucky Univ., Lexington. Center for Professional Development.
PUB DATE Jan 90
NOTE 115p.; For other proceedings of this conference, see ED 301 535, SP 033 689-690, and SP 033 735.
PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Change Strategies; Educational Change; Elementary Secondary Education; Employment Patterns; Higher Education; Intercultural Programs; Linking Agents; Minority Groups; *Minority Group Teachers; Models; Participative Decision Making; *Program Effectiveness; School Districts; School Holding Power; *Student Recruitment; *Teacher Education Programs; *Teacher Recruitment
IDENTIFIERS Reform Efforts

ABSTRACT

These conference proceedings provide an introduction to strategies and models for the recruitment and retention of minority teachers. Many of the programs described in this document demonstrate networking and partnerships, with team building between local school districts, state and local associations, universities, and community groups to enhance minority enrollment in education. The conference emphasized sharing of successful strategies and models stressing collaboration and linkages among various constituent groups in education. Following an Introduction, papers are presented in seven sections: (1) "Minorities in Education A National Imperative" (Keynote Address) (Haynes); (2) "Minority Teachers: Who Needs Them and Why?" (Oglesby); (3) "Successful Strategies in Schools and School Districts" (Slack et al.); (4) "The Importance of Minority Participation in Effective Educational Reform" (Robinson); (5) "Strategies for Recuriting and Retaining Minorities for Teacher Education Programs" (Bybee et al.); (6) "More Strategies for Minority Recruitment and Retention" (Mathews et al.); and (7) "Where Are We Now? Where Should We Go from Here?" (Alston, Mason). (LL)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED344846

# Recruitment and Retention of Minority Students in Teacher Education: Programs That Work

## Proceedings of the Fourth National Conference

Lexington, Kentucky
January 15-17, 1990

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E.J. Middleton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Edited by

Ernest J. Middleton * Emanuel J. Mason * Harry Barnard * Frank Bickle

**University of Kentucky**
Lexington, Kentucky

SP033691

BEST COPY AVAILABLE

*Sponsors:*

*College of Education, University of Kentucky with*
*the Graduate School*
*National School Boards Association*
*National Education Association*
*Kentucky Department of Education*
*Kentucky Council on Higher Education*
*Kentucky Education Association*
*Division od Equal Economic Opportunities, Kentucky Department of Education*
*Fayette County Schools*
*Fayette County Education Association*
*Delta Sigma Theta Sorority*
*Alpha Kappa Alpha Sorority*

# Recruitment and Retention of Minority Students in Teacher Education: Programs That Work

## Proceedings of the Fourth National Conference

**Lexington, Kentucky**
**January 15-17, 1990**

Edited by

**Ernest J. Middleton * Emanuel J. Mason * Harry Barnard * Frank Bickle**

Center for Professional Development, College of Education,
University of Kentucky, Lexington, Kentucky

Design, layout and copy editing by
Sara Beth Mason
Lexington, Kentucky

Dedicated to

Robert Vance, December 16, 1989

and

Robert Robinson, December 18, 1989

Killed by hate -

They live on by their deeds.

# Contents

**Introduction and Welcome**
Roy Peterson
Ernest J. Middleton

**1. Keynote Address** 1
Leonard Haynes, III

**2. Minority Teachers: Who Needs them and Why?** 5
John R. Oglesby

**3. Successful Strategies in Schools and School Districts** 9
Sara Slack
John A. Jones
David E. Rotigel and Gary Smith
Richard Strub

**4. The Importance of Minority Participation in Effective Educational Reform** 23
Sharon P. Robinson

**5. Strategies for Recruiting and Retaining Minorities for Teacher Education Programs** 27
Frances Ebarb Bybee
Juby McConnell-Jackson
Charmaine Bradley
Sandra Adams
Laura Frankiewcz
John W. Butzow and David E. Rotigel
John W. Joyner

**6. More Strategies for Minority Recruitment and Retention** 57
Niel Mathews
Gene Gallegos
Marigold Linton
Samuel H. Bolden and Glen A. Doston
Michele Burnhard Thomas
Peter Loehr

**7. Where are we now? Where Should We Go From Here?** 103
Reginald Alston and Emanuel J. Mason

**Participants** 107

# Introduction and Welcome

*Roy Peterson, Kentucky Council on Higher Education*

I am delighted to have been asked to introduce this volume of the proceedings of the 1990 National Conference on Recruitment and Retention of Minority Students in Teacher Education Programs on behalf of the Kentucky Council on Higher Education and its Executive Director, Dr. Gary Cox. The Council on Higher Education has co-sponsored this annual national conference since its inception, in part, because it fits one of our major missions - that of planning for the needs of higher education in the Commonwealth of Kentucky.

But of even greater importance is the council's continuing concern that educational opportunities be available for all the citizens of the state. In seeking to expand opportunities we place emphasis on learning more about the successes of others as a prelude to our using those successes. Likewise we are interested in learning how to avoid pitfalls and those activities of limited effectiveness.

Over the course of the conference, several days of debate, exchange and learning occurred. Between meetings people had a chance to become better acquainted with the issues, and pursue promising avenues in informal discussions. While some of these informal exchanges included good ideas, for obvious reasons, they could not all be summarized in these proceedings. However, we believe the more formal papers and presentations contained in this document can be powerful resources for stimulating local discussions of even greater importance.

Our minority population can play a major role in revitalizing the profession and in enhancing diversity in our nation. We have so far to gc - in Kentucky and nationwide - and such a short time in which to travel. You can make the trip more pleasant and effective for all of us. These proceedings are presented with aspirations and expectations that the contents will lead all of us to new insights and motivation and enable implementation of similar efforts across the nation.

*Ernest J. Middleton, Conference Director, University of Kentucky*

These proceedings for the Fourth National Conference provide an introduction to ways to recruit minorities in higher education in general and teacher education in particular. It is both a didactic instrument, and a reference guide to support individuals, organizations, and agencies endeavoring to recruit and retain minorities for their programs.

The underlying philosophy of the 1990 Conference was that in the sharing of successful strategies, participants would have what the conference organizers considered to be exemplary models for recruitment and retention to implement in their own locations. These models stress collaboration and linkages among various constituent groups in education. Many of the programs described in this document demonstrate networking and partnerships, with team building between local school districts, state and local associations, universities, and community groups to enhance minority enrollment in educa-

tion. National and local initiatives now mandate that institutions (elementary and secondary education, and higher education) take leadership roles in attracting and nurturing minorities on their campuses. As the examples in these Proceedings illustrate, institutions throughout the country have initiated a variety of programs and policies to promote the recruitment and retention of students, faculty, and staff from the various minority groups. Unfortunately, these initiatives have not yet produced universally positive results, thus accentuating the importance of this conference and the resultant proceedings in addressing this national dilemma.

Many people and organizations contributed to the development of this document and to the success of the conference who are unidentified in the text. Among this group, we are indebted to Cordell Wynn, President of Stillman College; Ricardo Martinez, Legislative Analyst, Committee on Education and Labor, U.S. House of Representatives; Jeremiah Floyd, Associate Executive Director, National School Boards Association, and William Parker, Vice Chancellor for Minority Affairs, University of Kentucky. Without the thoughtful and energetic support of the Conference Planning Committee, the conference would not have been possible. This committee included: Renee Aniton, Kentucky Education Association; Robert Fons, Harry Barnard, Frank Bickel, Wayne Harvey, Emanuel Mason, Ernest J. Middleton, William E. Stilwell, III, and Dean Edgar Sagan of the College of Education, University of Kentucky; George Bendor, Fayette County Education Association, Art Harvey, Eastern Kentucky University, Nannie Steele, Barbara Sterrett, and Anita Jones, Fayette County Schools; Juanita Peterson, Wendy Poore, Kentucky Department of Education; and Roy Peterson, Kentucky Council on Higher Education. We also want to recognize Sandra Williams and Charles Little for their significant musical contributions to the Banquet.

We also want to thank the chairs of panels at the conference. They performed a variety of functions from recruiting speakers and presenters, to introducing panel members, filling in for panel members who were not able to attend, keeping time during presentations, and stimulating discussions afterwards. Our thanks to each of the following panel chairs for each in a unique way making the program a success: Frank Bickel, Darnell Jones, William Parker, and William Stilwell from the University of Kentucky; Roy Peterson, from the Kentucky Council on HIgher Education; Art Harvey, Eastern Kentucky University; Judith James, University of Cincinnati; Laura Hines, Yeshiva University; David Allen and Marnell Moorman, Kentucky Education Association.

## Chapter 1

# Minorities in Education A National Imperative

*Leonard Haynes, III, Assistant Secretary for Postsecondary Education, U.S. Department of Education, Washington, D.C.*

"For the first time in this century - for the first time in perhaps all history - man does not have to invent a system by which to live. We don't have to talk late into the night about which form of government is better. We don't have to test justice from the kings. We only have to summon it from within ourselves."

When George Bush said that, his presidency was only minutes old, yet his inaugural speech was foreshadowing events that would mark 1989 as a year of incredible change, of events that outstripped our ability to comprehend them, of a wonderful new breeze that moved through the consciousness of the oppressed and the oppressors alike. Now, all over the world walls are crumbling. The bricks that divided nations are becoming stepping stones across once closed borders.

I know I did not expect to see such change in my lifetime; I prayed for it for my children - I have four beautiful children, not one born before the Berlin Wall was erected - but I was not ready to experience it for myself. Yet it has happened. In our time, few of our contemporaries had the courage of vision to see beyond the tyranny of social, political and moral isolation that came with the wall. But one man did. There were others, to be sure, but one man in particular chose to believe in the inherent goodness of mankind, to believe that the light of hope cannot be extinguished by the hand of tyrants, to believe that freedom cannot be shackled or broken.

On his last full day, that man said: "I just want to do God's will. And he's allowed me to go to the mountain. And I've looked over, and I've seen the promised land. . . so I'm happy tonight. I'm not fearing any man."

Martin Luther King lived his philosophy. His legacy to his children and to mine and yours, is his gift to see beyond the darkness of our times and to look forward with hope and the knowledge that we can make a difference - if only we put our hearts and minds to the task, and seek collaboration with our neighbors as a means to accomplishing great things.

Collaboration. Working together to accomplish great things. More than ever, we need a collaborative approach to education. Here at the university, you have been making great collaborative strides, most notably in your relationshop with three junior high schools: Winburn, Bryan Station, and Leestown. Dr. Middleton has told me about your commitment to reach down into the grades to identify and help the young up-and-comers who will occupy the dorms of Kentucky before you know it. I want to commend Ezra Farrish, of Leestown Junior High, Mrs. Barbara Ward of Winburn Junior High, and Lois Kaiser of Bryan Station. Your dedication to seeking out nascent excellence and nurturing it as it takes on substance and form, to encouraging young people to be their best and strive for better, is right in line with Secretaty Cavazo's pledge to the president.

Last week, the Secretary reported on the status of America's elementary and secondary education. I do not think his report would surprise anyone in the higher education

sector. You know the quality of students coming up the ladder; every winter you see their S.A.T.s, every fall you agonize over those who need remedial classes at a time when they should be moving ahead in the post-secondary world.

Allow me to quote secretary Cavazos from his recent news conference: "the reading and writing skills of American students remain dreadfully inadequate. As a nation we should be appalled that we have placed our children in such jeopardy. Reading and writing are the basic tools of learning, the crux of the academic enterprise. Without solid literacy skills, we can never expect to see improvements in math or science, history or geography. And the cost will be staggering.

To put the issue in economic terms, too many of our young people, lacking critical literacy skills, will be unable to participate fully in an increasingly complex, competitive world. To put it in human terms, too many of our young people will experience the hurt and frustration of increasing isolation - a growing split between those with skills and those without, those able to utilize ideas and symbols and those who cannot."

Secretary Cavazos isn't sugar-coating the problem. It is too late for timid responses or bandaid fixes. The Secretary is calling for no less than an education revolution and is challenging every sector of society to confront the problem head on.

What is the university's role? I believe your role is among the most vital because your very survival hangs on the outcome of the revolution. In Kentucky's relationship with the junior high schools, you are demonstrating the basic tenets of rights and responsibilities: in this case, the right to be educated and the responsibility to offer a good education.

While all students have the right to a fair and equitable education, there remains a segment of our population that continues to come up on the short end of the education stick. Minority students -13 million in the United States - must be included in the revolution. As a nation, we cannot afford to leave any individual or group out of the education picture.

Dr. King's dream for America excluded no one, yet today we see too many examples of left-out, dropped out, burned out inner-city youth whose futures are limited by the dealers on the corner and the poisons they sell. On the west coast, the Hispanic population threatens to outstrip the school systems' capabilities; University of California planners are calling for more than 20 new campuses by the year 2005 in order to handle thousands of additional students; across the nation, American Indians are pushing for greater participation in higher education programs.

As Secretary Cavazos was releasing the report on the state of America's elementary and secondary students, M.I.T.'s Quality Education for Minorities (QEM) project was calling for reforms and innovative planning to prepare minority students for college.

The QEM report calls for more college-to-middle-school linkages, with universities engaging in more proactive counseling and recruitment activities in minority and low- income communities. The QEM recommendations are in line with the department of education's view of education as a seamless process that begins in preschool and continues through secondary and on into the postsecondary world. Minority participation in that process must be no less seamless. Stigmatizing minority students through programs that isolate them will not serve them, or the nation.

We must work collaboratively to empower minority students, to offer them opportuni-

ties in education that will boost them upward to levels of full participation in society. We need to encourage minority students to consider teaching as both an honorable and nationally vital profession. We simply must have adequate minority teacher representation in our school systems if we are to educate those populations equitably.

I would be remiss if I did not ask your help in stressing one of Secretary Cavazos' priorities: as you reach down to take the hands of our young people, encourage the full and active participation of their parents in the process. We simply cannot move forward against the tide of illiteracy without fully involving the family unit. This is particularly true with minority education programs. It is also, sadly, more difficult to accomplish in that world, but we cannot make headway without parental involvement.

Your task at the university level is to offer opportunity for education. You have the power to open doors to students who otherwise might not have any doors opened at all; an opportunity to become self-sufficient and self-confident.

At the federal level we have our goals: reauthorization of the higher education act; the Secretary's default initiative; accreditation and eligiblity, as well as heightened support of historically black colleges and minority participation in this nation's higher education universe. Whites, blacks, hispanics, American Indians, newcomers or seventh generation Americans - our republic's investment must be fair and open to all seeking to better themselves and their country.

Earlier, I spoke of rights and responsibilities, of the right a child in America has to a good education, and the responsibility schools have to offer programs of quality and effectiveness. I was blessed with opportunity - as were you. Your presence here this evening, on this beautiful campus, in this great state and nation, is testimony to the power of opportunity. You and I have been the recipients of a great gift - a good education.

I don't doubt you worked hard, but the basic principles that secured the nation were there for you. Now it is time to give back that which so many of us, myself included, have enjoyed as a right: the opportunity to learn.

If ever we had bright days during our own personal education experiences, I propose to you that we must ensure that today's first graders, who will be making decisions to enter the world of higher education by the year 2000, must be ensured of their own days in the sun.

Look carefully at the model programs presented during the conference and grab hold of the ones that speak of a bright future for America's children. Hold close the programs that help our children look over the walls that surround the inner cities of this nation. Let your examination of innovative projects lead you to those that turn rejection into hope and hope into success.

Remember, no one stands so high, or sees so far, as one who stands on the shoulders of another. The University of Kentucky has broad shoulders, indeed, and from those shoulders the children of Kentucky and America will see to the stars.

# Chapter 2
# Minority Teachers
# Who Needs Them and Why?

*James R. Oglesby, President, National School Board Association, Alexandria, VA*

In preparing to speak to you today on the issue of minority teachers, who needs them and why, the topic forced me to give some thought to why our profession seems to be in such a topsy-turvy state today. Having been educated under the doctrine of a "separate but unequal" southern educational system, I can now retrospectively reflect back on a process that worked primarily I believe, due to factors that the psychologist would place in the affective domain. Those factors were strong personality, caring, feeling, enthusiasm and support. Teachers and administrators had the support of parents. Students were encouraged to be enthusiastic about learning. In my day people who did not even know each other could and often would quote in unison the phrase "Get something into your head, because that's something no one can take from you." Education was the only way out of our predicament. Also a feeling of trust existed among all the players - teachers, administrators, parents and community.

As a professional consultant for the U.S. Department of Education's Elementary and Secondary Education Recognition Program, I traveled the United States extensively visiting schools and talking to students, educators and parents. Without hesitation, students cited to me that the reason they liked their schools was due to their caring teachers. When questioned about their likes, administrators cited good students, good teachers and supportive parents. Parents cited good teachers and administrators. This partnership sounds like a "marriage made in heaven."

Before I become euphoric about this, however, let me tell you of a story told by the late Myron Cohen, who once observed a black man chasing a Jewish fellow down Collins Avenue in Miami, Fl. The Jewish fellow turned into an alley and was caught part way into the alley by the Black, who immediately dragged him to the ground and started punching him. An onlooker approached from the crowd and grabbed the fist of the Black man on its downward stroke and asked "Why are you beating this fellow?" The Black man responded, "he called me a Black bastard." The Jewish man responded, "I did no such thing. This black guy asked me how far he was from Powell Street and I responded that he was *a block past it.*"

As we speak about the issues relative to minorities in the teaching profession, we must speak, clearly and concisely, lest we be misunderstood. Some people in education feel that we do not have a problem because the schools in their communities are doing okay. But, the true fact is that they have moved into a community that was already okay. They did not take part in making that community okay.

Brown vs. Board of Education and subsequent Civil Rights laws ruled that the state could no longer keep us from going to school together, working together, eating together and even sleeping together. But the ruling did not create caring, enthusiasm, feeling and positive support. I am the third NSBA President of African descent in NSBA's 50-year history. I feel compelled to remind you that in the Supreme Court case of Brown vs. Board

of Education of Topeka, Kan., the school board nor any of its representatives were supporting Linda Brown's rights to a free non-segregated public education. In Lloyd Gaines vs. State of Missouri/University of Missouri, the state was not supporting Mr. Gaines either.

Nevertheless, in the 36 years since Brown we have made progress, but I believe that we have now reached a plateau. Our minority students are no longer experiencing those lofty benefits from the affective domain.

Our society cannot rightfully proclaim to be successful when as recently as September 1986, more than 3.6 million children began their formal schooling in the United States under the following circumstance:

* One out of four of them were from families who live in poverty.
* 14 percent were the children of teenage mothers.
* 15 percent were either physically or mentally handicapped and were not being properly served.
* 15 percent were non-U.S. citizens who spoke a language other than English.
* 14 were children of broken homes.
* 10 percent have parents who never graduated from high school.
* One-third are latch-key children.
* A full one-quarter of them do not finish high school.

Even further, statistics taken from "The Children's Hour" Nov. 7, 1988, U.S. News and World Report, suggest that on a daily basis in the United States:

* 2,753 teenagers get pregnant.
* 1,099 teenagers have abortions.
* 367 teens miscarry.
* 1,287 teenagers give birth.
* 666 babies are born to mothers who have inadequate prenatal care.
* 72 babies die within one month of life.
* 110 babies die before their first birthday.
* 9 children die from gunshot wounds.
* 5 teenagers commit suicide.
* 609 teenagers get gonorrhea, syphillis or are exposed to AIDS.
* 3,288 children run away from home.

And the list goes on.

If an alien being would visit our planet, we probably would be considered heathens for the way we treat our children, our greatest natural resource. And they are going to outlive us whether we like it or not. So we must do better by them.

While I personally do not like to dwell on the negatives, you asked me to address the issue of why minority teachers are needed and by whom. Minorities are disproportionately represented in these statistics that I cited above. And as professional educators we need to be part of the solution, not part of the problem. If a solution is to be found, urgent action

is required at all levels of governance and among all persons to address this crisis.

A recent task force on minority teachers, in which the National School Boards Association participated, adopted the following objectives toward the goal of increasing the number of minorities who serve as teachers (administrators) in elementary and secondary schools. The Task Force resolved to work:

* To assure that a substantial portion of talented and qualified people from all racial and ethnic groups are teachers;
* To increase the number and proportion of minority role model teachers with special impact in helping minority students to succeed in education, at least through graduation from high school, and to pursue higher levels of education;
* To increase the number of minority teachers so that all elementary and secondary students will have experience with these role models, thereby advancing multicultural and multi-racial understanding and appreciation.

My observations have been that what is good for minorities has also been good for majorities, even though many of the latter do not think so. I am firmly convinced that one does not have to rise to a higher socio-economic level by using the backs of others. We can all proceed together. We must stop fighting the Black, White, Yellow, Red and Brown issues and face up to the real issues of building a humane society.

Since 1983 when a "National At Risk" was published, volumes of other reports - over 300 - have come out offering solutions to the ills of education. Many have focused directly on the minority teacher issue. I challenge you to place some of the recommendations in those reports into pro-active, positive action modes.

The late Speaker of the House Sam Rayburn of Texas once said, "Every now and then, a politician ought to do what's right just because it's the right thing to do." In your own way, you are either a politician or a participant in the political process. Now is the time for each of us to "do the right thing."

In closing, I will share with you a poem used by a friend of mine that seems appropriate here. It is a tribute to a teacher and goes as follows:

In her classroom, our specialization ranged the whole world;
She breathed enthusiasm into each of us;
When she left, we were sad;
But the light did not go out;
She had written her indelible signature upon our mind;

I suppose, I am the unfinished manuscript of such a teacher, a minority teacher. I have no doubts that more like her are needed today and needed badly. Our very future - yours and mine - depends on such people. What awesome power lies in the hands of such a person.

BEST COPY AVAILABLE

# Chapter 3
# Successful Strategies in Local School Districts

## Minority Teachers: Reversing the Decline in Number

*Sara J. Slack, Assistant Superintendent for Personnel, Florence School District One, Florence, SC*

The decline in the number of minority teachers is a serious problem for South Carolina and the nation. Because minority teachers are retiring in greater numbers than they are entering the profession, the problem will continue to get worse. By the year 2000 the percentage of minority teachers in the nation's schools will have declined to above 5 percent.

Florence School District One is experiencing the problem of declining numbers of minority teachers, but during the last five years the district has actively tried to reverse this trend by recruitment strategies. A district recruiter has been hired; campuses of predominantly black colleges have been visited; minority student teachers have been sought; and recruiting brochures and slide-tape shows have been developed. Incentives such as a four-day new teacher orientation have been instituted. Salary advances are available. However, even with all these initiatives, we continue to lose ground. Even if novel recruitment strategies lure minority candidates to a school district, this only results in another school district doing without that scarce minority teacher. It is apparent that the solution to the problem does not rest only with better recruitment strategies. More minority teachers must be attracted to the teaching profession.

Is there a way to once again attract more minority students in teaching? The South Carolina Teacher Cadet program attempts to do this. This program is for academically astute seniors and introduces them to various aspects of the teaching profession. This certainly is a step in the right direction. However, more creative strategies are needed to specifically target minority youngsters at an early age. After considering many ideas, the use of ninth grade students as teacher cadets in our elementary summer school program was selected. High school principals were asked to nominate minority students with at least a B average and with the personal characteristics to be good role models for elementary students. These young people received the minimum wage for working in the summer school program which had two goals. The long-term goal was to interest these young people in teaching as a career. The immediate goal was to provide role models for the elementary summer school students.

The original plan was to have 20 student cadets who would function as teacher assistants in the three elementary summer school locations. The Board of Trustees agreed to fund the project for the 1989-90 fiscal school year. Because the fiscal year starts in July and the 1989 elementary summer school was four weeks in June, the project still had no funding for 1989. The South Carolina Center for Teacher Recruitment agreed to provide a portion of the needed funds. The number of students in the program was reduced from 20 cadets to eight to meet the budget. Instead of recruiting from all three high schools, the cadets were selected from Wilson High School, which has the largest minority student

population. The principal nominated eight ninth-grade honor roll students. The Assistant Superintendent for Personnel met with the students and explained the project. The students' interest was heightened by the idea of netting close to $250 for working 16 five-hour days during the month of June. Letters and permission forms were sent to their parents.

Since the number of teacher cadets had been reduced to eight, they were assigned to one school for the summer school program. The principal and teachers at the school were immediately receptive to the idea of teacher assistants. The importance of a positive experience for the cadets was stressed. Suggested activities were working with individual students or very small groups, putting up bulletin boards, grading papers and doing clerical tasks. Interaction between the cadets and students was encouraged. However, the cadets were not given the total responsibility of summer school students in the classroom or on the playground.

The eight cadets were given a morning of in-service training by the Director of Instructional Improvement. Tips were given on how to interact with the summer school students and what role the cadets would play. Many of the tips used were taken from introductory materials for student teachers.

Each cadet was assigned to one teacher to assist during the four-week session. The program was visited periodically to get feedback from the cadets and the teachers. The principal, teachers and cadets were unanimous in their enthusiasm for the project. Without exception the teachers said that having the cadets made their own job much easier and expressed a desire to have a cadet back for the summer of 1990. The eight cadets also were excited about their roles and indicated that they hoped to return for subsequent summers.

The project received outstanding publicity. Two of the local television stations visited the summer school and interviewed the principal, teachers and cadets. The local newspaper wrote an excellent article and displayed a picture about the program. On the last day of summer school, the principal, teachers and cadets were honored with a luncheon. The Board of Trustees recognized the cadets and presented them with certificates of merit at the July Board of Trustees meeting.

Anonymous evaluations about the program were filled out by the summer school teachers and cadets who were unanimously positive. The cadets made interesting comments on their evaluation sheets. One wrote, "It gave me a better look at teaching as a career. It made me decide teaching is the best profession for me." Another wrote, "I like working with the first graders. Helping them to understand certain concepts gives me a good feeling." One amusing comment was, "I like being in control!"

Plans are already underway for the 1990 elementary summer school. The cadets from the 1989 summer will be asked to come back as tenth graders. The remaining positions for a total of 20 cadets will be filled from the three local high schools. New cadets will be selected from ninth-grade honor roll minority students who will be invited to return each summer throughout their high school career. Ninth graders will be chosen for any vacancies. All eight of the 1989 cadets have said that they are now considering teaching as a career. Therefore, the first goal has been partially achieved since the students are now thinking of teaching as a career. A study will be conducted to see how many in fact do choose education when they reach college. However, the second goal for the 1989 sum-

mer school was attained. The cadets were excellent role models for the summer school students. A third, unplanned goal was accomplished: The summer teachers found teaching summer school much easier with the assistance of the cadet helpers.

Summer school projects involving competent minority teenagers are certainly not the only solution to the lack of minority teachers. However, it is one more strategy that could have some impact on the solution to the problem. It may be possible to influence the career choice of these students by exposing them to positive teaching experiences. It will be several years before this hypothesis is proved true or false. However, there is no doubt that these students did serve as positive role models for summer school students. This alone makes the project worthwhile for a system that lacks a sufficient number of minority teachers.

---

## The Making of the Study
## Educating Black MaleYouth: A Moral and Civic Imperative, and a Synopsis of the Recommendations

*John A. Jones, Instructional Specialist for Social Studies, New Orleans Public Schools, New Orleans, La*

Perhaps two concerns were most directly responsible for inspiring our recent study, Educating Black Male Youth: A Moral and Civic Imperative. The study was the culmination of a ten-month investigation into the alarmingly high number of African-American students who were dropping out of school and the disproportionate number of them being suspended in the New Orleans Public Schools. While the primary focus of the study concerned the African-American male in the schools, some data was revealed regarding the African-American female. Some consideration for that data will be offered.

To complete the study, a task force was identified initially by the Orleans Parish School Board, at the appeal of Dr. Dwight McKenna, then vice president of the Board. The task force was composed of parents, teachers, administrators, students, university professors and board members.

The board appointed John A. Jones, Jr., Instructional Specialist for Social Studies (K-12), as its liaison to the Board, the Superintendent of schools and the task force. At the initial meeting of the task force, Dr. Antoine Garibaldi of Xavier University was appointed as chairman, and Dr. Cormell Brooks of the New Orleans Public Schools accepted the position of statistician for the study.

The task force was not provided a format or even written charges for the study. The Board had only indicated that the study was needed and a real sense of urgency to complete it was expressed. In the first meetings of the task force, four charges were expressed. Succinctly stated, they were to:

- examine the rates of school retention, suspension, and expulsion, school achievement, school attendance and participation in extra-curricular and co-curricular activities;
- determine whether there was differential or discriminatory treatment of African American males in the New Orleans Public Schools system;
- develop programs and policies to reduce the poor performance and inappropriate behavior of African-American male students;
- highlight the accomplishments of African-American male students in the New Orleans Public Schools system.

In its early meetings, the task force articulated only the symptoms of those charges and the problems they faced. Therefore, to better direct the work of the task force the members were divided into four sub-committees. The research assignments for the committees were: (1) to determine how student and teacher expectations and motivation would significantly improve the African-American male's academic achievements; (2) to identify the kinds of major school structure reforms needed to improve student success and make all students successful; (3) to explore how the ideas and perceptions of the community influence the quality of education, student success, aspirations, and teacher morale; and, (3) to determine how can parents alter the education of their children and how do their rearing practices affect their child's overall development. (pp. 41-43)

With these queries as the basis for each sub-committee's investigation, the study commenced. Subsequent to a review of the literature, the preparation of brief surveys that were sampled by students, parents, teachers and the community, and obtaining data of the 1986-87 school term from the New Orleans Public Schools, the task force met for open discussion sessions.

It was the sentiment of the task force that the title of the study, Educating Black Male Youth: A Moral and Civic Imperative, would serve as an appeal to the community to be aware and to assert itself to improve the plight of African-American male students. Additionally, that appeal would need to be regarded as a moral and civic imperative. Undeniably, the prosperity of America depends on our willingness to rescue the African-American male youth since they are being overwhelmed at all levels of the educational ladder.

In a summary of the 1986-87 data of the New Orleans Public Schools, whereas 87 percent of the approximately 86,000 students were African-American, black males represented 43 percent of the public school population but accounted for 58 percent of the non-promotions, 65 percent of the suspensions, 80 percent of the expulsions, and 45 percent of the dropouts. (p.3). The data also revealed a depressing view for African-American females. They represented 44 percent of the student population, but accounted for 34 percent of the non-promotions, 29 percent of the suspensions, 20 percent of the expulsions, and 41 percent of the dropouts. (p.16).

A review of the literature indicated that what was occurring in the New Orleans Public Schools was similar to what was happening in many other school districts throughout the United States. Obviously, these trends must be altered to reverse those unfavorable conditions, and provide the needed direction for African-American students to secure a better outlook for the future. The data from the brief surveys helped to expand the focus of

the study and led to several recommendations to enhance student achievement and success.

A total of 5,423 students responded to the student survey. Nearly 4,500 African-American male and female respondents indicated that they expected to graduate from high school, but only 65 percent of them believed that their teachers had set high goals for them. (pp.20-23). Further, 61 percent of African-American males and 58 percent of African-American females indicated that they believed that teachers should push them harder. Yet, collectively 97 percent of them indicated that they believed teachers do expect them to do good work. (pp.20-23).

Teachers therefore must believe that students need to do good work, but likewise must be pushed harder. High but attainable goals must be established for their students. Additionally, nearly six out of every ten elementary school teachers who responded to the survey did not expect their African-American male students to go to college. More disturbing was the data that showed that 70 percent of the teachers had ten or more years of experience and 65 percent were African-American. In addition, 16 percent of the teachers surveyed believed that most of the African-American male students they taught would drop out of school before completing high school. Additionally, only 42 percent of those teachers expected most of the African-American male students they taught would attend college.( p.17-19).

To reverse these conditions, teachers must begin to demand more from their students. If the statistics continue to mark the same unsuccessful trends among African-American students, especially males, the future for these students would continue to be unpromising regarding their readiness for the 21st century.

The survey of 3523 parents indicated that more than eight out of every ten, or 85 percent of the sample, believed that their sons expected to go to college. However, 25 percent of the parents indicated that they had not attended a parent-teacher-student conference at their child's school. Only 48 percent or slightly less than half of the parents surveyed said that they were involved with the PTO/PTA at their child's school, but 98 percent of the parents indicated that they felt they were good parents. (pp.23-24). Parents must accept and pursue a role of increased participation in their child's education and begin to reverse the current trends, thus ensuring success for the African-American students. Parents must do their part by actively supporting their child's pursuit of a good education and achieving academic excellence.

The community survey of 1,098 respondents revealed that almost 84 percent indicated they would be in favor of various types of financial support for education, including lowering the homestead exemption, which heretofore was considered untouchable among New Orleans property owners. About 92 percent of the respondents concluded that they were willing to join in an effort to improve public education and its public image. (pp.25-27). Significantly, this attitude carried over to the successful passage of a millage tax in April, 1988, sponsored by the New Orleans Public Schools. This survey was conducted approximately 60 days prior to that election.

Upon securing those data, a review of the literature and after several extensive discussion sessions and public hearings were held, the task force offered 28 recommendations and eleven sub-recommendations. The recommendations that follow are not priori-

tized or categorized, but are simply cited as examples for this presentation:

- students should be taught appropriate social behaviors and etiquette in a variety of settings;
- students should be taught to resist peer pressure and their academic success in school should be reinforced;
- a pilot program where student school uniforms are required to de-emphasize the "designer syndrome" and decrease perceptions of inferiority and povery;
- students who perform well in school should receive recognition and tangible rewards such as letter jackets and sweaters similar to those awarded to athletes and band members;
- community groups, such as the media, business persons, religious leaders, public servants, senior citizens, retired professionals, craftsmen and members of civic and social organizations volunteer to assist schools on a regular, on-going basis, as tutors, speakers, resource persons and counselors;
- African-American males at colleges and universities should perform community service in local elementary and secondary schools;
- increase the number of male elementary teachers and social workers. Efforts should be initiated to recruit as many African-American males as possible. Also, where possible, counselors be placed in elementary schools;
- teachers should strongly encourage students in the earliest grades to attend college or to pursue post-secondary training;
- all employees, present and future, should be required to participate in a free, semester-long in-service course that focuses on racism in America and its negative effects on all Americans;
- businesses in the community should become more supportive of parents and allow for release or compensatory time so that they can visit the school for report cards and meetings with teachers. Parents should also be allowed to come to school one day a year to visit their children's classrooms. This can be most effective in the early grades;
- businesses should provide rewards and incentives (e.g., summer jobs, tangible forms of recognition, etc.) to the children of their employees who maintain above average grades, attend school daily and participate in extra-curricular activities.

Several more recommendations are included in the study. However, the major focus of the study is that education is the key to reversing the current trends that overwhelm African-American students. With the assistance of parents, teachers, the community and the students themselves, the potential for improving student achievement will increase and correspondingly the opportunities for their economic success, and social and cultural advancement will also increase. Of course, teachers must set high goals for their students, and must not waiver in their expectations. They must feel a sense of urgency to encourage their African-American male students' participation in extra-curricular activities, particularly those associated with academics to improve their self-esteem.

We must not only encourage students to succeed academically, but also provide re-

wards for their outstanding academic performance in school, which would foster their self-image and knowledge. Similarly, we must promote the sentiment among students to succeed at all cost, which unfortunately their peers too often do not hold in high regard or support. African-American males must be taught respect and positive values; dignity and self-worth must be instilled in them, as well. They must understand what it means to sacrifice, and have an appreciation for delayed gratification. Undoubtedly, those goals will not be realized without the cooperation of the family, school and the community. Securing the assistance of everyone is critical to ensure that all African-American students realize their democratic right to be educated and pursue the career of their choice.

For the most part, the recommendations in the study can easily be adopted in any school district. They are attractive because they are indeed reasonable and, in most instances, are inexpensive, appropriate and relatively easy to implement. No doubt, the benefits of their implementation have the potential to boast academic achievement and improve the social and cultural behaviors of students. Surely, the result will be higher goals for all students and enhance especially the self-image and self-esteem among African-American students.

The problems facing the African-American male are multi faceted, and unless we direct our attention and energies to the education of the "whole child," we risk them not being able to constructively participate in the next decade, and least of all, the twenty-first century with the optimism and dignity that all Americans deserve. No doubt, the African-American male's success in school is an issue for all of us and we must respond immediately. As stated, "The malady is too grave for a single prescription and the symptoms [are] too widespread for [us] to postpone treatment any longer." (p. 2). We must rally to support the full education of our children, and especially the African-American male.

Denying responsibility in these matters is akin to walking against traffic with blinders. We must move with the flow of traffic and not against it. As these matters affect anyone of us, they surely affect all of us. Unless these matters are addressed earnestly, the future of our students is left to chance. We can certainly change the difficult realtities our students face and we can assist them to better focus their dreams to be successful, productive, and successful citizens and participants in democracy.

---

## Recruiting Minorities for Education: A High School Success Story

*David E. Rotigel, Indiana University of Pennsylvania*
*Gary Smith, Coordinator, Langley Teaching Academy*

In 1986, the Pittsburgh superintendent of schools, Dr. Richard Wallace charged each high school in the district with developing a set of goals and programs that would provide a uniqueness for that particular school. Each individual school was to become a Center of Excellence (COE) in a particular area of education. After almost a year of meetings

and discussion the faculty and administration at Langley High School (with its 60/40 racial mix) decided that one of their major efforts under COE would be to develop programs that would encourage and nurture students wishing to enter the profession of teaching.

At about the same time, the faculty in education at Indiana University of Pennsylvania (IUP) came to realize that although 75 percent of their students in teacher education took their first teaching positions in urban areas and almost 100 percent of them did their student teaching in rural or suburban areas, but little or nothing was being done to prepare them for an urban experience. Clearly IUP was not preparing students adequately for the multi-cultural, multi-ethnic situations that most would encounter upon graduation.

The closest urban area to IUP, some 60 miles away, is the city of Pittsburgh. It was decided in the spring of 1987 to approach the city schools to attempt to form a partnership that would provide opportunity for IUP's students to do their student teaching in an urban environment. Contact was made with the district's central administration and, because of the Langley COE initiative, with the building principal at Langley High School. Upon presenting the idea of an IUP Student Teaching Center at Langley High the principal found immediate and deep support for the concept on the part of the school's faculty.

During the summer of 1987, a workshop/planning session was held on the IUP campus. Twenty faculty members from Langley High School and their content area counterparts from IUP took part in the three-day workshop. Friendships were made, joint planning was done, understandings were reached and a real partnership began to develop between the Langley faculty and the teacher education faculty at IUP.

In August 1987, co-directors of what was to become the Langley/IUP Urban Student Teaching Center were appointed. Two Langley faculty members were made directors of the Center and one IUP faculty member was similarly appointed. The IUP director was provided with release from 50 percent of his teaching duties to co-direct the program.

During the fall semester of 1987, planning continued at Langley High School. The IUP co-director (now at Langley two days a week) arranged for various IUP methods classes to visit the school and Langley faculty were brought to IUP to talk to other methods classes. Similarly, content area supervisors from IUP visited Langley to renew friendships and professional relationships established at the workshop several months earlier.

By the spring semester of 1988, the first set of guidelines were finalized and the Center was ready to open. During that semester, 13 student teachers from IUP requested (and received) placement at Langley HIgh School. The Langley/IUP Urban Student Center had become a reality!

In all, 15 IUP student teachers were placed at Langley during the 1987-88 academic year. Another 25 were placed there during the1988-89 school year, 12 were placed in the fall of 1989 and it is expected that between 14 and 17 student teachers will be in the building in the spring of 1990. Thus, about 70 IUP student teachers will have completed their student teaching at Langley High School during the three years from 1987 to 1990. These student teachers have had an impact not only on the faculty but also on the students at Langley High School. Because of their age, the IUP students are in many ways better able to provide role models for the high school students at Langley than are the Langley teachers. This, as we at IUP had hoped, has dramatically increased Langley students' (and

particularly minority students') interest in entering teaching careers.

Additionally, because the IUP co-director of the program is at Langley two days a week and student teachers are visited/observed by their IUP content area supervisors a minimum of three times each semester, IUP faculty members will have been at Langley over 450 different times between the fall semester of 1987 and the end of the spring 1990 semester. Not a bad effort when it is realized that if there are 180 days in a school year, there were only 540 school days in the period under consideration.

The presence IUP has established at Langley, with our student teachers and IUP faculty, had value in terms of recruiting well-qualified minority students for our teacher education programs. In the five years prior to the 1987-88 academic year no minority students from Langley had been admitted to teacher education programs at IUP. In the fall of 1988, three were admitted, and in the fall of 1989 another three. While our final deadline for admission for fall 1990 has not yet passed, it looks as though these numbers will increase. Additionally four minority students from other PIttsburgh schools have been admitted to IUP's teacher education programs over the past two years attributable to the IUP presence at Langley.

These numbers may appear small, but they are a start, and greater numbers are expected in the near future for three different but very related reasons. The first is the snowball effect of IUP's presence at Langley. We are currently using Langley students who are at IUP to recruit qualified minority students at their former high schools. Second, IUP has set aside ten full scholarships for minority students who enter teacher education programs at IUP. And third, Langley High School, in the fall of 1989, opened its doors as a magnet high school for students wishing to pursue a career in teaching. The Langley Teaching Academy, while currently in its first year, will draw minority students from the entire city. IUP's presence at Langley will ensure that these students are aimed in the "correct" direction when the time comes for them to select a program in teacher education.

Like all other magnet programs in the city of Pittsburgh the Langley Teaching Academy is a racially balanced program. Racially balanced magnet programs have served as a tool to promote student integration in the Pittsburgh Public Schools since September, 1979. Since that time the Pittsburgh Board of Education has demonstrated its concern that magnet programs serve a racially balanced student body, and that the programs meet valid educational needs. These magnet programs were successful and proved that the magnet concept had potential in Pittsburgh for integration, improving the quality of education and increasing the level of parental choice in the educational process.

The process of magnets are not, however, limited solely to their impact upon desegregation. They also provide attractive educational options, with the Teaching Academy program at Langley High School being the newest addition to magnet programs in Pittsburgh. The magnet programs will work to enhance the educational opportunities for students and offer new educational opportunities to meet the needs of students representing a broad cross-section of ages, interests and abilities.

During the 1986-87 school year, the superintendent, Dr. Richard Wallace, charged each high school to develop a program under the auspices of COE, unique to its building, staff, and students. The staff at Langley High School has had a long history of promoting

the teaching profession. Within the past 10 years, as many as 14 of the Langley teachers were themselves graduates of Langley High School. The major objective for Langley's Center of Excellence project was to provide opportunities and experiences for students aspiring to become teachers. During the planning, development and implementation stages of the project, the evolution of the Langley Teaching Academy occurred.

The problem of the quality and quantity of students, especially minority students, entering the teaching profession is a reality currently facing public education. Teacher shortages are being seen across the United States, in the state of Pennsylvania, and in the city of Pittsburgh. The problem of recruitment, especially black teachers, and attrition in the next decade will be most acute in inner-city schools. The overriding purpose of the Langley Teaching Academy is to encourage, nurture and prepare college-bound students to enter the teaching profession. Aside from the District's priority of maintaining racial balance in its magnet programs, the staff at Langley openly acknowleges the need for more black teachers in its ranks. The District has publicly stated that any of its graduates who enter a teacher education program and maintain a place on the Dean's list 80 percent of the time while in college, will be guaranteed a job teaching in the Pittsburgh public school system. Recognizing the need for recruitment of highly qualified students for the teaching profession, the Pittsburg Federation of Teachers has joined with the Board of Education to support a program that involves recruitment and identification, guidance, mentorship and financial assistance for students interested in teaching as a career. Along with the presence of the Langley/IUP Urban Student Teacher Center, the commitment of IUP in recruiting minorities into education, and the Board of Education's public commitment to actively recruit more minority teachers, the Langley Teaching Academy offers students aspiring to be teachers a viable high school experience in which to grow, mature and appreciate the education process.

The Academy will provide its students with a college preparatory curriculum enriched by a preprofessional teacher education program which will meet or exceed most college entrance requirements. A rigorous basic academic program will be documented by courses at each grade level that explores a blend of theoretical and practical preteaching experiences. Career and college counseling will be provided at entry level through graduation to assist the student in determining both interest in, and fitness for, teaching. The Academy will strive to build a sense of identity and purpose early in a teacher's prospective career. In order to achieve these purposes the following objectives have been set for the Academy program:

1. to promote and enhance a positive image of the teaching profession;
2. to provide students enrolled in the Academy with a comprehensive college preparatory curriculum enriched by a preprofessional teacher education program at each grade level;
3. to attract talented students for various ethnic and socio-economic backgrounds to careers in education;
4. to involve parents, educators and the public in the encouragement and preparation of future teachers;
5. to provide Academy students opportunities to cultivate an appreciation for the

educational system enriched with multi-cultural activities and experiences;
6. to provide Academy students with extensive field experiences and observations at different levels in various educational settings;
7. to provide Academy students accessibility to institutions of higher learning.

Despite all efforts toward equity in schools, the task of identifying and recruiting talented minority and economically poor students into the Teaching Academy remains a difficult one. Becoming educated in identifying talent in minority students has become a focus of the recruitment process. Because of the limitations of grades, IQ and standardized achievement test scores, decisions must be enhanced with other information to expand the methods used to appraise a student's potential. It has become quite evident that the means and methods used to identify talent in other students are not necessarily appropriate for use with economically poor or urban black youths. It has become a major challenge to develop a process that strives to identify talented black students and to make urban black students more successful in school.

Because of the need to recruit, we are now becoming more aware of the areas of conflict between the culture of the school and that of children raised in urban black communities. Much care must be taken to understand our own and our black students' cultural attitudes, values and behaviors that impinge directly on the recruiting process. Only if this understanding is achieved can recruiting modifications be made to better identify talent in minority students. It has become essential for the Academy's success in recruiting the black student to create culturally sensitive procedures and strategies to identify and provide the means for success of black students in the Academy program.

The Teaching Academy is cognizant that the career-value of its magnet program alone is not going to create a situation where students will be literally breaking down the doors to be admitted into the program. High-achieving black students do exist, many more are yet unidentified. Some arrangements other than ordinary organizational, structural and operational procedures must be placed in operation. The Langley Teaching Academy is dedicated to finding and implementing these procedures. No matter how the success of black children in this program is achieved, it means producing a school climate characterized by a commitment to success and convincing the students that they can and will learn. With the dedication of the Academy staff, the principal, the school district, and parents, these commitments and expectations can change the high school experience of urban black students and improve their academic success.

The relationship between the Langley/IUP Urban Student Teaching Center and the Langley Teaching Academy is also developing into a successful one. The ninth grade students enrolled in the Langley Teaching Academy (along with the Langley Future Teachers Club Members) have already made their first trip to the IUP campus. There they not only ate in the cafeteria (the highlight of their experience!), but also met and talked with faculty members, deans in the College of Education, as well as with the Provost about career opportunities in education. During the past semester the IUP student teachers at Langley have offered several programs for the LTA students and more are planned for the spring 1990 semester. The use of IUP's students teachers as mentors of the Academy students is also being considered and of course the simple fact that a large number of

younger (student) teachers are in the building is providing role models for the Academy students. The IUP faculty who are already at Langley are also being involved in the Langley Teaching Academy program. Several will present on topics of interest to the Academy students next semester, more trips will be made to the IUP campus and it is expected that during their junior and/or senior year IUP faculty will provide credit courses at Langley High School for the Academy students.

It is hoped that as these two programs at Langley HIgh School grow over the next years they will complement each other in such a way that Langley High School will graduate 50 to 60 future teachers a year with about half of these being minority. Thus, Langley High School will not only provide teachers for minorities but minorities for teaching.

---

## Minorities in Teaching

### A Program to Promote Cultural Diversity in Education

*Richard Strub, University of Northern Iowa*

Population projections indicate a need for serving growing numbers of minority children and youth in the nation's schools during the coming years. In addition, there is a concurrent necessity to increase minority representation in the teaching profession to accommodate even more effectively the educational needs of those children and to provide suitable role models for emulation. The number of minority youth aspiring to careers in teaching and educational administration indicates that the nation will fall short of desirable minority representation among educators in the future unless special incentives and encouragement are provided. As a result, most, if not all, of the national reform reports have called for increasing minority participation in the educational process.

Iowa reflects the national trends. Even with its limited minority population of five percent, minorities constitute less than one percent of the state's teachers and two percent of the school administrators. The University of Northern Iowa (UNI), which prepares nearly 40 percent of Iowa's teachers as well as many teachers of other states, especially Texas and the Southwest, has had less than one percent of its graduates from minority groups in recent years. If Iowa were to set a goal of five percent of professional education staffs being representative of minority groups, we would need over 1,350 additional minority teachers and 60 school administrators. These minority teachers are greatly needed in Iowa schools. The presence of excellent minority teachers and administrators greatly benefits the development of children subject to the stresses of being from a minority background.

These minority staff members also provide white children opportunities to get to know persons of different racial and ethnic groups, and, hopefully, to learn to see beyond stereotypes.

**The Plan**

The University of Northern Iowa has initiated a longitudinal plan to encourage minorities to enter the teaching profession. The basis for this program is the partnerships formed with several Iowa public school districts which contain sizable minority enrollments. This plan calls for the participating districts to identify, as early as fifth grade, students who express an interest in and show potential for a career in teaching. With outreach activities being cooperatively planned and conducted by UNI staff and participating district staff, teaching is being presented as a desirable carer to students. Plans are being developed to assist the students in preparing to enter teacher education, and to put them in contact with outstanding minority teachers as well as UNI faculty. During the fifth through twelfth grades, these students and their parents will be involved in activities designed to:

1. assist students in developing a positive self-image and the ability to interact with a broad range of personalities, talents, and backgrounds;
2. improve their academic skills by experiencing rich intellectual activities;
3. introduce them to outstanding teachers who can discuss with them what being a teacher involves and means;
4. acquaint them with UNI teacher education students who can talk about their college experience;
5. link them, their teachers, and their parents to UNI faculty and students via computer network as well as direct personal contact.

The students will also be brought to UNI for academic year visits during which they will be oriented to the University, have an opportunity to become familiar with the teacher education process, participate in discussions, and generally become acquainted with life on this campus. In addition, a sumer enrichment program will be available after the eighth and tenth grade years.

When they later enroll in UNI's teacher education program, they will continue to receive support and encouragement toward the sucessful completion of their degrees. As they approach graduation the students will be assisted in obtaining positions and will be encouraged to remain in Iowa. The College of Education plans to continue to support and assist the graduates in their beginning years as professional teachers. As successful Iowa teachers, these graduates will serve as role models for their students and hopefully continue the cycle of identifying, developing, and nurturing young minority students to enter teaching as a career.

## Chapter 4

# The Importance of Minority Participation in Effective Educational Reform

*Sharon P. Robinson, Director of Instruction and Professional Development, National Education Association, Washington, D.C.*

Preparing for this presentation has been an altogether discomforting endeavor. I have to confess that upon initial consideration, my topic "The Importance of Minority Participation in Effective Education Reform," suggests a kind of obviousness. As with any policy and social initiative, we know that the richer the engagement in crafting solutions, the more comprehensive the outcome. The broader the base for participation, the stronger the consensus regarding priorities.

The participants at the conference, are just as likely as I to think of these obvious responses to the topic assigned to me. We also know that the current system of education in this country is failing minority children. But then we quickly encounter the question: If it's all so obvious, why is this issue on the program? Why, after more than six years of intense effort to improve education would the issue of minority participation in education reform occur with such startling clarity, and I hope, with a sense of urgency?

I believe the answer is simple: The issue of minority participation in education reform is a new imperative. The political pragmatist in me, not the cynic, suggests that the vision of equity and quality that has so far governed educational policy and instructional practice is not adequate to the task. That vision, based on altruism, is not sufficient motivation for the radical changes required. The question of minority participation in effective education reform is a new and urgent matter, because we now recognize its implications for fulfilling our hopes regarding social and economic well-being.

The composition of our population is changing - the minority share of the population is growing. Indeed, the term "minority" has lost its statistical meaning in some areas, because cultural and racial minorities are now the numerical majority. Presently about 20 percent of the nation's population is Alaska Native, American Indian, African-American, or Hispanic; by about 2020 (just 30 years from now) one-third of the nation will be minority. If current projections hold, including immigration and differing birth rates, it is expected that by the last quarter of the 21st century, our population will be majority-minority. However, the future composition of the American population has already arrived at America's public schools. Between 1968 and 1986, the number of white school children fell by 16 percent; the number of Hispanic children increased by 100 percent. Over all, more than 30 percent, some 12 million students in America's schools are minority. Clearly, we cannot discuss changes in American education without discussing the needs and perspectives of minority children.

As the student population is changing, so it is with the workforce. Demographic factors such as aging and birth rates suggest that a smaller workforce will have to support the baby boom in its (our) retirement. White males, presently the main souce of most elite, high earning workers, will constitute less than 10 percent of the growth in the workforce between now and the year 2000.

To further complicate the matter, the nature of work expected to be required of this future workforce - this racially diverse and smaller workforce - is different. Productivity in the rapidly emerging world economy will require innovation and creativity, not standardization and mindless compliance.

Our population is changing, the basis for economic survival has shifted, and our moral imperatives are now firmly linked to enlightened self-interest. If our economic survival is to be secure, we must successfully educate minority children. That's why the question of minority participation in effective education reform is so important and so complex a matter. It is no less than a revolutionary consideration.

Revolutions are a part of the fabric of American life. More than a century ago in another time of revolution, Abraham Lincoln challenged the country to respond to the shifting economic and social imperatives of that day. In his Second Annual Message, Lincoln said: "The dogmas of the quiet past are inadequate to the stormy present. The occasion is piled high with difficulty and, we must rise with the occasion. As our case is new, we must think anew, and act anew."

Think anew and act anew. This conference program is replete with examples of new thinking and new actions required to address the stormy present and to prepare us for the future we hope to achieve. The examples of promising developments in school restructuring, parental involvement, minority teacher recruitment, and community action are parts of what must be a comprehensive and detemined agenda for change in American public education. I would suggest that you also consider a new study reported from the Quality Education for Minorities Project. This study, which was sponsored by the Carnegie Corporation, examines the education history and analyzes the support required to improve the educational prospects of all minority students, including American Indian, Alaska Native, Hispanic and African American students. The concluding recommendations provide a comprehensive, systemic approach to human resource development, from pre-natal care and parental involvement through higher education and life-long learning.

Expressed as goals for the year 2000, this report recommends that we must:

- Ensure that minority students start school prepared to learn.
- Ensure that the academic achievement of minority youth is at a level that will enable them to enter the workforce or college prepared for success without the need of remediation.
- Significantly increase the participation of minority students in higher education with special emphasis on the study of mathematics, science and engineering.
- Strengthen and increase the number of teachers of minority students.
- Strengthen the school-to-work transition so that minority students have the skills necessary to advance their skills throughout their careers.
- Provide quality out-of-school educational experiences such that minority students acquire a sense of responsibility to all aspects of community life.

The authors of this report join the National Education Association in asserting that:

1. In spite of well-documented problems, many minority students do achieve, reinforcing the conclusion that we do know how to nurture achievement in minority students.
2. Restructuring schools is the key-stone for improving minority student achievement.
3. The objective of school restructuring is to create a system that is responsive to the different ways students learn, and a system that is respectful of the different ways to demonstrate knowing.

The conclusions of the Quality Education for Minorities Project are ambitious and controversial. It should provoke discussion, and I hope it will help to inspire action from each of us. Your participation in this conference must be more than a satisfying intellectual exercise. It must be your call to arms, your enlistment in the revolution. Teachers are ready and anxious for the revolution - the fulfillment of the promise of democracy.

It is impossible for me to miss this opportunity to remind myself of the wisdom and prophecy of the wonderful dreamer on whose birthday we celebrate today. As you can probably discern, I found my topic - The Importance of Minority Participation in Effective Education Reform - perplexing. Typically, in such cases we consult the wisdom of others for guidance. Let me warn you that I found no comfort in the works of Martin Luther King which I recently consulted. But I did find enlightenment and encouragement.

In 1967, Dr. King published what was to be his final book, Where Do We Go From Here: Chaos or Community? The last chapter of the book, "The World House," is a testament of concern for all humankind and of abiding faith in the loving power of non-violent social change. If asked to comment on minority participation on effective education reform, King might respond:

"One of the great liabilities of history is that all too many people fail to remain awake through great periods of social change. Every society has its protectors of the status quo and its fraternities of the indifferent who are notorious for sleeping through revolutions. But today our very survival depends on our ability to stay awake, to adjust to new ideas, to remain vigilant and to face the challenge of change. The large house in which we live demands that we transform this worldwide neighborhood into a worldwide brotherhood. Together we must learn to live as brothers or together we will be force to perish as fools."

I hope we will choose well. I hope we will chose to learn; to think anew, to act anew.

BEST COPY AVAILABLE

## Chapter 5

# Strategies for Recruiting and Retaining Minorities for Teacher Education Programs

## A Three Dimensional Approach to Recruitment and Retention of Minorities to Teacher Education

*Frances Ebarb Bybee, Associate Professor, Weber State College, Ogden, UT*

We can recruit minorities into teacher training and keep them there for successful completion of terminal degrees if we are cognizant of three interrelated dimensions. These dimensions include (1) the student and his/her family, (2) the school and (3) the sponsoring institution/agency.

A program must be designed to ensure that these dimensions are structured with their interactive facets, and then systematically implemented to ensure the mission statements found within each are achieved. In addition, the three dimensions are holistic in nature and contain defined lines of communication which result in direct interaction between and among all. This is shown in figure 5.1, which illustrates lines of communication that must exist in order to maximize the probability of successful recruitment and retention of minorities.

The model shown in figure 5.1 might appear to result in random and/or capricious communications flow. In actuality, the model lends itself to the availability of communications as needed. This model also avails itself to formal, pre-set communications which encompass collaborative meetings and written reports.

**Student/Family Dimension**

The family members must be involved in structuring the dimensions which will enable us to recruit and keep minority students in teacher training. Family includes such people as father, mother, brothers, sisters, spouse, grandparents, aunts, uncles and other interested relative. Implicit in this dimension is the commitment to: (1) work and interact with family members within the context of their own community; (2) interact with family in collaborative as well as informational settings where school and institutional representatives participate.

Some of the aspects that must be addressed in planning for direct and continuous involvement of parents and relatives include:

- a communications plan that disseminates information regarding the recruitment program for college throughout the targeted area;
- organization and maintenance of school-based collaborative groups for parents who have children in the system, grades kindergarten through twelve;
- collaborative groups for parents/relatives with children in college.

**School Dimension**

School is the dimension that has the mission to: (1) structure a learning environment (K-12) that motivates students to attain a particular profession or career; (2) show how a profession/career can be realistically attained; (3) ensure that the curriculum (K-12) is systematically and sequentially structured to impart knowledge for the attainment of skills necessary for successful entry into advanced studies at college or technical school levels.

The school must evaluate its curriculum: (1) in light of what it is offering versus what the student is learning; (2) ascertain if the curriculum is adequate to prepare the student for successful entry into college/technical training.

Some facets that must be addressed by the school include:

- providing students role models (K-12) from their own ethnic groups who are succeeding in various occupational roles (e.g., teachers, foresters, accountants, nurses, lawyers and the like);
- ensuring that the school's curriculum provides introductory skills/knowledge for jobs that are available in the area. For instance, in a heavily wooded region geared toward lumber production and other agricultural-type businesses, the school should be producing graduates who go on to college to enter forestry, lumber mill administration, animal husbandry, ecological studies, and the like;
- maintaining a commitment to collaboration with parents, interested citizens, and sponsoring institutions;
- maintaining the vision to recognize that Native Americans, Blacks, Hispanics and other minorities can be successfully educated and merged in teaching or other professions with carefully devised and systematically implemented strategies.

**Institution/Sponsoring Agency**

The institution/sponsoring agency dimension can be viewed as consisting of a college, university, private business, and/or governmental agency at the local, state, regional, or national level. Within this dimension the following facets are included:

- helping the communities and school districts to underwrite costs of the recruitment and follow-through programs;
- commitment to long-range planning with success measured in terms of years rather than days or months;
- willingness to "buy into" a holistic approach to the recruitment of minorities to teacher education;
- willingness to envision an approach to teaching careers that can begin as early as kindergarten. Most likely it would begin at middle or early high school level;
- belief that all minorities can be successfully educated and merged into a productive job market;
- realization that regionalism is a factor. For example, what constitutes a minority varies from one locale to another. Needs also vary.

**Responsibility and Accountability**

Table 5.1 shows some of the facets of responsibility and accountability that must be addressed for recruitment programs of minorities to be successful.

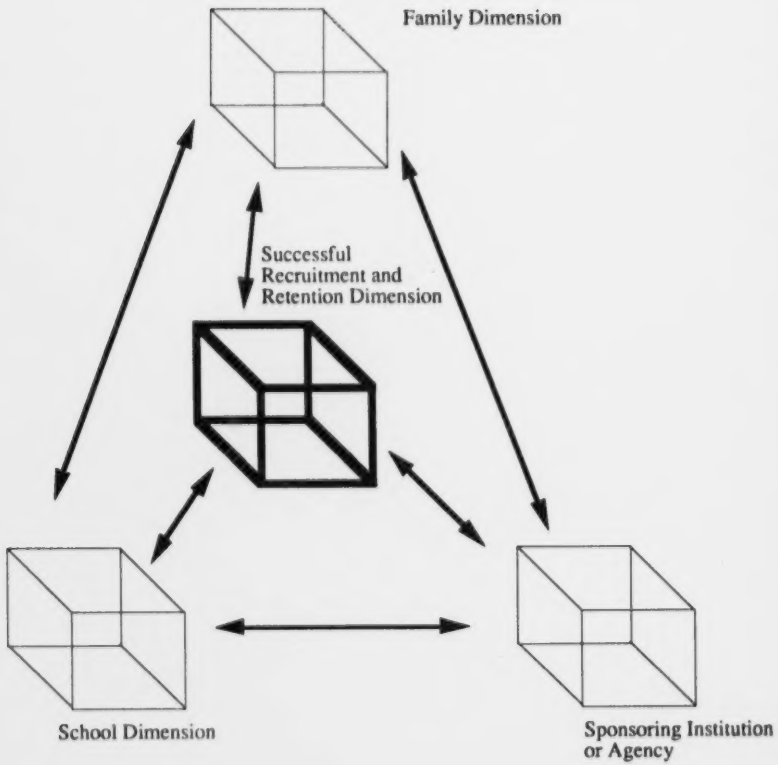



Figure 5.1. The three dimensions of recruitment and retention of minority students for teacher preparation.

Table 5.1

Responsibility and Accountability Facets in
Initial Planning, Implementing and Sustaining Productive Prograrms

| Dimensions | Responsibility & Accountability Facets Included Within & Among Dimensions |
|---|---|
| * Parent-School-Institution Make-up:<br><br>o Parents and relatives<br>o School districts<br>o College President or designee<br>o Business executive or designee<br>o Agency head or designee<br>o School principal, teachers, counselor, others<br>o Collaborative councils | *Tasks:<br><br>Organizes, unifies, coordinates basic recruitment and retention program. Includes:<br>Vision<br>Mission<br>Master plan<br>Commitment in Budgeting of time, money, and resources.<br><br>*Tasks:<br>Establishes goals, processes, outcomes, and continuously reviews program. Includes defined roles, tasks, timelines, and communications flow. |

**Summary**

In searching for ways to recruit minorities into teacher education programs and keep them there for successful completion of their degrees, a three dimensional, holistic model was presented. The model encompasses careful planning and systematic interaction between and among parents and relatives of the student, the school, and the sponsoring student/agency. It is also a long-term process spanning many years. Facets to be considered within each of the three dimensions were given. Responsibility and accountability considerations were also noted for inclusion in initial planning, implementing, and sustaining a productive program.

# Strategies to Recruit and Retain Minority Graduate Students At A Predominately White University: The Miami University Approach

*Judy McConnell-Jackson; Associate Dean, The Graduate School, Miami University; Miami, OH*

One of the most significant and possibly dangerous problems faced by education today is the decline in the number of minority scholars in colleges and universities for a generation (The Chronicle of Higher Education, April 27, 1988; September 7, 1988). The American Council on Education, in the publication "Handbook for Enhancing Diversity", describes the current situation confronting institutions as:

-college attendance by black students is slowing; the gap in college participation between whites and blacks is growing;
-the rate of college attendance for Hispanics has declined in the last decade;
-the college attendance of American Indians lags further behind black and Hispanic attendance;
-minority students are concentrated in community colleges;
-black and Hispanic students are less likely than white students to complete a degree;
-blacks attending historically black colleges and universities are more likely to complete a degree than those attending predominately white institutions;
-black and Hispanic participation in graduate and professional education in the areas of mathematics and science is best described as miniscule (American Council on Education, 1989).

As our nation continues to become more culturally diverse, the future of our country depends on the presence of professors, administrators and teachers from diverse racial and ethnic backgrounds.

Miami University has established and communicated its concern about the declining number of minority students in graduate education and is committed to maintaining and enlarging the numbers of minority students on our campus. The purpose of this paper is to outline the strategies currently being employed at Miami to address the two-fold problem of 1) identifying and encouraging minority undergraduates to pursue graduate degrees and 2) creating a supportive environment to enhance the retention of minority students enrolled in graduate programs.

**Recruitment**

The major thrust of the recruitment process at Miami University is to search for qualified individuals for graduate study. We do not seek to merely fill slots, but rather to discover and encourage students who will be potentially successful in continuing their education through the completion of a graduate degree. Minority student recruitment at Miami is coordinated by the Associate Dean for Admissions and Minority Student Affairs. Recruit-

ment activities are carried out by the Associate Dean, department Directors of Graduate Study, professors and graduate students. It is believed that the broad institutional involvement in the recruitment process has a positive effect on the outcome.

The initial step in our recruitment strategy is one of self study. Departmental Directors of Graduate Study, and the Graduate School Dean and Associate Deans meet in early fall to discuss, among other things, the recruitment of minority students. Individual meetings of Directors of Graduate Programs and the Associate Dean for Admissions and Minority Student Affairs are held later to discuss the various departmental goals and plans for the recruitment and retention of minority students.

Statistical data regarding the enrollment of minority graduate students is kept up-to-date to indicate declines or increases in enrollment. Grades and progress toward graduation are periodically checked to ascertain the students' progress. Recruitment brochures and information are updated by the departments periodically. Budget allocations are made to fund recruitment efforts.

Much of the actual on-site recruitment is coordinated by the Associate Dean for Admissions and Minority Student Affairs. Several factors are taken into account in the planning of recruitment activities: the limited size of the minority student pool, the growing costs of competitive recruitment, the institution's traditions.

Colleges with a significant minority presence are identified. The intention is to allocate our resources in a manner most likely to yield results. Many historically black schools are so heavily recruited that it is difficult to attract their students; others are located in areas that students may not wish to leave. Our university is located in a small, rural community in Ohio. The university atmosphere is one which may be best described as "conducive to study". We seek to locate students who would consider such an environment as a good match to their needs. We have found that there are schools that have high quality students, which are less heavily recruited and are located in areas of the country from where we have been able to attract students. Schools visited for recruitment purposes during 1989 include the following: Central State University; Ball State University; Fayetteville State University; University of California, San Diego; Jackson State University; Mississippi Valley State University; Fisk University; Dillard University; Tulane University; Southern University at New Orleans; Howard University; Clarke-Atlanta University; Clemson University; Bethune-Cookman College; Spelman College; Morris Brown College; Norfolk State University; Wilberforce University; Ohio State University; Bradley University; San Diego State University; Alcorn State University; Alabama State University; Tennessee State University; Loyola University; Xavier University; University of the District of Columbia; George Washington University; Emory University; University of Georgia; Winston Salem State University; Morehouse College; Kentucky State University; Virginia State University; Chicago State University; Cheyney State University.

The initial contact with the schools targeted for minority recruitment is made by phone. Conversations are normally held with the Director of Career Planning and Placement or with other persons having direct contact with students. Miami's goals, programs, and resources are explained. Contact persons are requested to identify prospective graduate students. At this point, information exchanges sometimes take place. Certain schools

have been willing to provide lists of minority students with the appropriate grade point averages in exchange for lists of Miami's minority undergraduate students identified as interested in receiving materials from various universities.

Visitation dates are scheduled with the targeted schools. Many times the visitation is in conjunction with an organized Graduate and Professional School Day. If no such day is being planned, an individual visitation can be scheduled. When possible, preliminary information is sent to students from the Office of Career Planning and Placement.

Campus visits are normally made by either the Graduate School Associate Dean for Admissions and Minority Student Affairs, Graduate Assistants, other Graduate School or departmental personnel. Students are met on an individual basis and introduced to the quality programs, support mechanisms, and financial assistance offered at Miami. A positive yet realistic image of Miami is projected.

In addition to contacts made at colleges and universities, black alumni and black persons in administrative postitions within corporations and school systems, and black organizations and churches are contacted and encouraged to refer persons who may be prospective students. Visitations are made to civic and church groups to inform interested persons about Miami's programs.

Information is shared regarding the MAE (Minority Access to Education) Graduate Award. The MAE program is ongoing and was put in place by the president of the university to increase the participation of minority students in the graduate programs. The MAE program allocates graduate assistantships to minority students, provides the personal service in the Graduate School to aid students in the application and admission process, including financing of a campus visit, and provides counseling and assistance after enrollment.

After the initial contact with prospective students, follow-up letters and information is sent from the department in which the student indicated an interest. The Graduate School also provides the student with additional information, and in some cases, phone calls.

Special attention is given to recruitment at nearby Central State University and Wilberforce University. In addition to the normal procedures followed for recruitment, students from Central State and Wilberforce University are invited to be Miami University's guests at our Graduate and Professional School Day. Transportation and meals are provided for interested students. Interest in the event is cultivated through the media. Visiting students are encouraged to consider Miami, while having the opportunity to also explore opportunities available at other universities represented at our Graduate and Professional School Day.

Additional contacts are made using students' names received by the Minority Graduate Locator Sevice and through students whose names we receive from exchanges with other university admissions personnel. Each student's case is considered separately. We do not want to bring students to our campus who will be unsuccessful in the programs. The "revolving door" helps no one. However, if it appears that a student has the potential to be successful but does not have the appropriate credentials, that the student can be admitted on conditional standing. Conditional admissions can not receive financial assistance the first semester. If the student achieves a 3.0 GPA for the first semester, he or she is then

eligible for a financial assistantship and every effort is made to provide such assistance. If the student cannot be admitted on conditional standing but still expresses an interest in graduate school, counseling regarding alternative paths is provided.

Contacts are made with students early in their college career. The importance of the GPA for graduate school admission and also the advantage of continuing on to graduate school at Miami are discussed.

**Recruitment Results**

During the summer and fall of 1989, over 1000 recruitment mailings were sent to minority students. Visitations were made to thirty-six colleges and universities throughout the United States. Visitations were made to minority teacher groups in two school systems. Addresses concerning higher education were given to one student group and at one youth convention. This effort has enhanced Miami's record with regard to minority enrollment. Based upon applications received and assistantships awarded, an increase of 25 percent of full-time minority graduate students is anticipated for the second semester. Several students are coming as a direct result of the recruitment trips to colleges and universities. Several others are the result of referrals from individuals contacted in corporations and school systems. The pipeline cultivated with black churches has resulted in still others.

The recruitment efforts continue during the second semester. Each strategy will be evaluated and its continued use for the future will be determined. Schools from which we are successful in drawing students will be noted, and further linkages with these schools will be attempted.

**Retention**

After minority students are enrolled at Miami, every effort is made to assist them to become successful. We are interested not only in bringing students to campus, but in seeing them graduate. Miami's predominantly rural white setting may make it difficult for some students to adjust. Therefore, we provide assistance to students once they are enrolled. The Graduate Office of Minority Affairs is available to assist students in the following ways:

- general survival skills
- establishing lines of communication with professors when problems arise
- Minority Graduate Student Association advisement
- linkage with other black faculty and staff
- graduate students available when students need to sit and talk

It is important to note that support for the minority students is available not only from the black faculty and staff but from the campus community. There are persons at Miami who are committed to diversity and want black students to succeed. This is evidenced by white faculty members volunteering to mentor minority students, requesting help in recruiting minority students to their departments and being willing to become involved in the recruitment process.

Miami offers special resources to minority students through the Office of Minority Affairs, located in the Department of Affirmative Action and Human Resource Development.

This office provides academic advice, personal counseling and conducts special programs for minorities and for the university community to promote inter-racial awareness. The Center for Black Culture and Learning is also available to minority students as a support center which sponsors academic and social programs.

**Retention Results**

Retention of minority graduate students at Miami University remains high. In the past eight years only 6 percent of minority students entering with the desired grade point average or above have withdrawn from their programs for academic deficiencies.

**Summary**

Miami University is making a dedicated effort to attract and retain minority students. The essence of our program includes:

-broad institutional involvement
-assigned administrative responsibility
-assessing where we are and where we want to be
-setting goals
-developing plans

We continue to put forth enthusiastic effort to increase the diversity of our campus and to stimulate interest in graduate school opportunities for minority students.

---

## BINGO: The New War Cry

*Charmaine L. Bradley, Texas A & M University*

On reservations all across the United States bingo establishments are popping up with prize monies ranging up into the hundreds and even the thousands. Because of the unique trust relationships with state and federal governments the bingo "parlors" have not only provided revenues for improving and strengthening the quality of life among the various Native American tribes, but have also served as proclamations of their sovereignty and "self-determination" stance. This in turn has contributed to, and has reinforced, tribal and Native American ethnic identities. By instituting such establishments the tribes have once again awakened the general public and federal and state government officials that Native American tribes are, and historically have been, regarded by the U.S. government as separate nations. Each tribe maintains and acclaims its own cultural and legal entity.

As a result of these bingo operations more jobs have opened up and the economic stability of most of these tribes has improved. With many tribes plagued with graveyards of

failed federally funded and operated programs, the bingo operation is for many tribes the only establishment they can say is truly their responsibility for its success or failure. For tribal officials and community members who have had to rely solely on federal or state funds for the operation of their tribally-run programs and activities, the bingo operation is perceived as one step toward making self-determination a reality not just on paper but in real life. This ownership has induced a sense of pride among community members of themselves and of their tribal leaders' ability to have and take control.

At present, regulation of the prize-winnings at these bingo parlors is the sole responsibility of the various tribes operating the bingo operations. The utilization of earnings is at the discretion of the tribal governments with much of the monies being reinvested in tribal affairs to help establish and fund other tribal functions and operations. As a result, this has allowed the Native American communities the opportunity to enact upon and determine their own future, which is the essence of the self-determination that tribal governments have wanted and what the U.S. government has encouraged and agreed to support.

But recently the U.S. government has established a committee, the Commission on Indian Gaming, that will allow the federal government to somehow "legally" supervene in the operations of the parlors; once again, stripping tribal governments of their power to control their own affairs and reversing the self-determination stance these tribes have fought long and hard to attain. For many of these tribes the bingo parlor symbolizes their determination and perserverence to remain as separate and distinct nations within a nation. The legislative acts being proposed by this commission, to be possibly passed by Congress, will greatly impact relationships between tribes and the federal government. This, in turn, will further affect the already skeptic and distrustful view that many Native Americans have of the U.S. government and other institutions such as schools, colleges and universities. These institutions historically have been viewed by Native Americans as establishments founded on the premise of forcing the Native American to assimilate and to forget or disregard their tribal culture (Schierbeck, 1985).

Now, what does a bingo operation on a remote reservation have to do with the recruitment and retention of Native Americans into the field of education? As stated earlier the tribally controlled and operated bingo parlors may be the only function on the reservations that is a tribal responsibility. Historically, even the education of Native youth on the reservation has generally fallen to the responsibility of the federal government (Fuchs & Havignhurst, 1972; Szasz, 1977). Federal Native American education policies have varied according to its particular relationship with Native American people at the time (Szasz, 1977; Wilkinson, 1983). According to Wilkinson (1983), "[Native Americans] have been 'captive nations,' 'wards of the government' and beneficiaries of the 'trust relationship.' As a result, education policy has ranged from 'civilize the savage,' to 'assimilate the human being,' to 'teach the [Native American] [their] culture'." (p.43). What these varying policies have in common is that they have all attempted to socialize the Native American into something they are not. The majority of Native Americans wish to maintain their tribal and cultural belief systems and lifestyles and wish to maintain their identity as Sovereign Nations under the Constitutions of the United States (Locust, 1988).

For years tribal leaders and educators have known that: (a) poverty has an effect on their students' school attendance and school achievement, (b) Native Americans who

respect tribal traditions are well-adjusted to tribal life, (c) Native Americans have trouble adjusting to urban living, (d) Native American education should be compatible with Native American pride and self-respect, and (e) teachers and teacher training programs are not geared to Native American ways (Giles, 1985; Szasz, 1977; Wilkinson, 1983).

Since the 1960s when self-determination first seriously began to be talked about, tribal leaders have advocated for control of their own affairs and have agreed to accept the growing responsibility for determining the nature of their children's education (Szasz, 1977). Knowledgable of the conditions affecting their children's education and lives, tribal governments have sought means and ways to improve the personal and academic achievements of their people. As a result more than 2,000 Native American education projects have been instituted at the elementary and secondary levels and several at the college level (Chavers, 1983). But reports of high Native American student drop-out rates (secondary and college levels), suicide rates, unemployment rates (urban and reservation), and poor health and housing conditions continue to plague and pester Native American and non-Native American leaders and administrators.

According to Jaimes (1983), "One of the greatest failures of [Native American] Education has been its inability to make [Native American] children proud of being [Native American]" (p. 9). The identity crisis many Native American youth face today has a significant impact on their performance in school, on their families and on their communities. How they feel about themselves, and about themselves in relation to significant others (in the Native American culture this includes not only the immediate family but the extended family, the community, the clan and the tribe), is one of the most influential factors on a student's attainment of academic and personal success.

The process of defining and maintaining "self" has been the challenge that Native Americans have had to face in all the economic, social, political and cultural realities of the last two centuries (George, 1989; Pfeiffer, 1989). According to George (1989), "[Native Americans] will continue in this process because self-knowledge, self-actualization and self-worth also are the foundation for the survival of a people" (p. 108).

Capitalizing on Native American students' strengths (e.g., language, culture, extended family system) and using these strengths to positively influence and promote not only the indiviual's well-being but the well-being of the tribe as a whole has been proposed as a viable solution to improving the self-esteem and self-concept of Native American students (Cuch, 1987; Pfeiffer, 1989; Sanders, 1989; Zah, 1983). The defined task has been "build them up in order to build on them" (Jaimes, 1983, p. 9), but unfortnately many Native American education programs fall short of accomplishing this task (Fuchs & Havignhurst, 1972; Kirschenbaum, 1989; Little Soldier, 1985; Locust, 1988; Ross, 1982; Sanders, 1987). Native American school boards, principals and teachers have too frequently felt that by providing courses in tribal history, tribal arts and crafts, and having the students learn about tribal legends and myths, or their tribal language is helping them to develop a positive self and ethnic identity. They believe that these activities which encourage a Native American student to act Native American are sufficient to help the Native American student feel Native American, and enhances the student's self and ethnic identity.

The objectives and the purposes of these approaches are worthy and commendable, but in many instances, they serve as only a bandage on a wound. They do not help

BEST COPY AVAILABLE

"heal" the confusion and the conflicts many Native Americans experience as they try to (a) develop an ethnic identity, (b) attain personal and academic achievement, and (c) attend an educational institution that expresses educational, cultural and historical concepts that characterize the viewpoints of the Euro-American dominant society and not the society of their ethnic heritage.

Wilkinson (1983) noted that part of the confusion that Native Americans feel arises from the mixed messages students are getting from their leaders and elder. For example, he stated:

> They are told to get out into the world but not to assimilate, they are told to compete and yet are given jobs based on quotas or [Native American] preference, they are told to preserve their language and yet they are taught in English, they are told to become competent and yet are bombarded with all kinds of paternalistic attitudes and programs (p. 45).

Because the development of an ethnic identity is interdependent with enhancing academic, social and emotional development (Exum & Colangelo, 1981), direct action needs to be undertaken by programs serving Native American students to effectively help them to define their "Native Americanism" or ethnic self identity.

The title of this paper, "BINGO - the New War Cry," is not only of a joyful yell heard in the reservation bingo parlor when the lucky number is called, but is an acronym which means "Building Identity (self and ethnic) Nurture Growth and Optimism." It means positively building (B) Native American students' ethnic and self identity (I) by nurturing (N) their growth (G) so that they will develop feelings of worth and optimism (O) to feel they can be successful in both their Native American world and the Euro-American world.

**Building Identity Nurtures Growth and Optimism**

In order to build a Native American's ethnic and self identity one must first know what goes into the makings of a Native American or what makes a Native American "tick;" more specifically, what or who is a Hopi, a Pima, a Ute, a Kiowa, etc. This is where much confusion arises and it will largely depend on who you ask, the time of day, the time of year and where you ask them. In short, there is no set definition of what or who is a Native American, but in many reservation and urban Native American communities there exists an "aura" of what IS a Native American regardless of Native American blood quantums.

It is this author's contention that many Native Americans do not fit the "aura Native American" definition, but that many go to great lengths to either try to fit that image or to ignore its existence. Either approach has its cost, and the Native American pays a price for the decision especially if they decide to further their education. To choose to go on to college is a difficult choice for any individual but it is an especially hard one for many Native American youth because they and their parents and their Native American community realize and recognize that the "outside" world is very different. Exposure to this world may mean that they may go and never come back. For this reason many Native American youth choose not to leave their reservations.

Research has noted that the predominantly preferred learning style of Native Americans is visual and oral (Cuch; 1987; John-Steiner, 1984; Lockart, 1978; Skupaka, 1972; Tafoya, 1982). Native American youth are taught from very young to watch, to observe, not to question or talk when elders are speaking, and to listen attentively. As a consequence many silently stood by and watched and observed loved ones leave and never come back. Or they have seen them go and come back but they are "different." Also they have seen, observed and listened to how their parents and elders talk about the returned soldier or college student (graduate or dropout), and they have seen and heard the returned loved one talk of their dissatisfaction of reservation life and how they feel they no longer fit in or feel welcome at home. And so, many of them leave.

Studies have shown that the more highly educated a Native American becomes, the less likely they are to remain on their reservation or to retain their aboriginal cultural patterns (Chavers, 1983; Garbarino, 1971; Jaimes, 1982; Little Solider, 1985). Chavers (1983) noted that although there may be three times as many Native Americans choosing the teaching profession over all other types of professions combined, a large percentage of these teachers do not end up teaching Native American children.

It is well-known that we need Native American teachers. We need them so they can serve as role models for other Native American children, but if they are not teaching in Bureau of Indian Affairs (BIA) schools, or in public schools that have a high percentage of Native American children, how can they be serving as role models? And, why aren't they teaching their own people?

Part of the explanation is that after Native American students graduate from college, tribal communities, leaders and even their families do not feel they need to nurture these young people any longer. They develop presupposed dispositions and attitudes that "they don't need us anymore" and "what have we got to offer them anyway?" It becomes for many Native American college graduates, a "Catch 22" situation.

When Native Americans graduate from high school they often state that one of their purposes of going away to college or technical school is to get an education or to learn a skill so they can return to their reservations to help their people. For example, they say, "I want to become a teacher so I can teach my people." Their tribal leaders and elders tell them to go away, get an education and come back.

But come back to what? To programs suffering from the bureaucratic red and white tape that makes the success and effectiveness of the program almost unforseeable? To programs funded by state or federal grants that do not know from one year to the next if they will be in operation? To BIA schools funded by state and/or federal monies which then requires teachers to work under three guidelines - the state, the federal, and the tribe's? To people who confront and challenge them to defend and substantiate their "loyalty" to their culture or to see if they have become an "apple" (red on the outside but white inside)?

Needless to say, many Native Americans experience feelings of frustration, confusion and hurt. A recently graduated Native American teacher is not prepared to be tested and does not have a good sound self and ethnic identity. The trials of working with other Native Americans can be very demanding, especially when working with one's own tribal people. Effective counselors are needed who are knowledgeable and committed to helping

Native Americans understand that maintaining an ethnic identity and developing academic achievement are compatible and that to choose to become a teacher is not "surrendering to the enemy or becoming a traitor" to the tribe. These counselors are necessary throughout the Native American's educational process and in the work setting.

If we want to recruit and retain Native American teachers we must actively help them through their conflicts and confusions as they try to define who they are as teachers and as Native Americans. We must be willing to listen and not place judgment or make them feel that they need to be or act a certain way in order "to be Native American." We must provide them mentors, both Native American and non-Native American who are sensitive to the issues they are dealing with (isolation, anger, loneliness, distrust, hopefulness, fear) and will help them grow professionally and personally. We must help Native American preservice teachers to recognize that just because they can remember a mathematical equation or know how to outline a paragraph more readily than they can sing a traditional song or remember the procedure to make a traditional object does not mean they are any less Native American. We must let them know that just because they do not speak or only minimally understand their tribal language, does not mean they are less Native American. We must let them know that if they would rather go to a rock concert than go home and help their grandfathers gather wood, does not mean they are less Native American. These are but a few examples of the issues causing confusion and conflict that affects many Native Americans' development of an ethnic and self identity.

Locust (1988) asserted, "As Native people, we cannot separate our spiritual teachings from our learning, nor can we separate our beliefs about who and what we are from our values and our behaviors: (p. 330). Providing Native American students all the resources, workshops, classes, books and opportunities in the world will be of no avail if the Native American student feels worthless, dumb and useless. In order to build them up, they must first feel worthy of being built up. More often than not how Native American students feel about themselves is a reflection of how they feel about themselves as Native Americans.

All too often no one is there to listen to Native Americans expression of their feelings or to be compassionate and understanding of these feelings. The importance of having someone there who believes in them, and values their worth, not as Native Americans, but as persons who happen to be Native American and happen to be teachers, or one who want to become teachers, can not be understated.

In conclusion, to help improve recruitment and retention rates of Native American teachers two recommendations have been made. First, an understanding and awareness of the Native American process of defining and maintaining "self" (ethnic and individual), which inevitably must involve all the economic, social, political and cultural realities of the Native American existence and experience today. This includes an understanding and awareness of the relationship between Native American tribes and the federal and state governments and the role and responsibility each takes in the education of Native American youth. The tribally-operated bingo establishments were presented as an illustration of the stance of many tribes and how these tribal operations affect the relationship with the federal and state governments and the development of Native American students' ethnic and self identity.

Second, to help in the ethnic and self identity of Native Americans we need to provide mentors (Native American and non-Native American) and counselors (Native American and non-Native American) who understand what it is like to be a Native American today and how the aura of Native American affects the social, emotional and academic development of Native Americans. We need individuals (professors, tribal leaders, teachers, department heads) who can help nurture the Native American individual, not only during their educational process, but also when they enter the work force. By nurturing them as they grow, we can help them to feel optimistic and worthy so they can feel they are capable to become the most noble profession of all - a teacher.

**References**


Cuch, F.S. (1987). Cultural perspectives on Indian education: A comprehensive analysis of the Ute and Anglo culture, Equity & Excellence, 23 (2-3), 65-76.

Fuchs, E. & Havignhurst, R.J. (1972). To live on this earth - American Indian education. Garden City, NY: Doubleday.

George, K. (1989). Imagining and defining giftedness. In C.J. Maker & S.W. Schiever (eds.), Critical issues in gifted education: Defensible programs for cultural and ethnic minorities (pp. 107-112). Austin, TX: Pro-Ed.

Giles, K.N. (1985). Indian high school dropout: A perspective. Milwaukee, WI: Midwest National Origin Desegregation Assistance Center. (ERIC Document Reproduction Service No. ED 270 282).

Jaimes, M.A. (1983). Higher educational needs of Indian students, Integrateducation, 19(1-2), 7-12.

John-Steiner, V. (1984). Learning styles among Pueblo children. Quarterly Newsletter of the Laboratory of Comparative Human Cognition, 6(3), 57-62.

Kirschenbaum, R.J. (1989). Identification of the gifted and talented American Indian student. In C.J. Maker & S.W. Schiever (Eds.), Critical issues in gifted education: Defensible programs for cultural and ethnic minorities (pp. 91-101). Austin, TX: Pro-Ed.

Little Soldier, L. (1985). To soar with the eagles: Enculturation and acculturation of Indian children, Childhood Education, 61(3), 315-330.

Lockart, B.L. (1978). Cultural conflict: The Indian child in the Non-Indian classroom. Las Cruces, NM: ERIC Clearinghouse (ERIC Document Reproduction Service No. ED 195 397).

Locust, C. (1988). Wounding the spirit: Discrimination and traditional American Indian belief systems, Harvard Educational Review, 58(3), 315-330.

Pfeiffer, A.B. (1989). Purpose of programs for gifted and talented and highly motivated American Indian students. In C.J. Maker & S.W. Schiever (Eds.), Critical issues in gifted education: Defensible programs for cultural and ethnic minorities (pp. 102-107). Austin, TX: Pro-Ed.

Ross, A.C. (1982). Brain hemisphere functions and the Native American, Journal of American Indian Education, 21(3), 2-5.

Sanders, D. (1987). Cultural conflicts: An important factor in the academic failure of American Indian students, Journal of multicultural counseling and development, 15(2), 81-90.

Skupaka, B.M. (1972). The "holding power" workshop. Santa Fe, NM: New Mexico State Department of Education (ERIC Document Reproduction Service No. ED 194 284).

Szasz, M.C. (1977). Education and the American Indian: The road to self determination since 1928. Albuquerque: University of New Mexico Press.

Tafoya, T. (1982). Coyote's eyes: Native cognition styles. Journal of American Indian Education, 21(2), 21-33.

Wilkinson, G. (1983). Educational problems in the Indian community, a comment on learning as colonialism, Integrateducation, 19(1-2), 42-50.

Zah, P. (1983). A blueprint for Navajo education, Integrateducation, 21(1-6), 227-228.

# Recruitment and Retention of African American Teacher Education Students in Predominantly White Institutions

*Sandra D., Adams, Birmingham-Southern College, Division of Education*

African American representation in teaching does not reflect the proportion of African American students enrolled in public schools. Many problems are encountered when attempting to increase the number of African American teachers. These problems include: disproportionate college completion rate of African American students, social and cultural alienation of African American students at predominantly white institutions, standardized testing for admission to and completion of Teacher Education Programs, and broader career opportunities in other fields.

To combat this problem, it is necessary to (a) identify potential teachers early, (b) design programs to attract nontraditional students, (c) strengthen potential teachers' academic preparation, and (d) provide financial incentives to increase the pool. Predominantly white institutions must take action to reduce the alienation that African American students often encounter.

**Recruitment and Retention of African American Teacher Education Students in Predominantly White Institutions.**

The shortage of African Americans in the teaching profession is an ever-growing and increasingly complex problem. A teaching force that reflects the diversity of racial backgrounds in this country is necessary in public schools. Both African American and white students should have the opportunity to interact with African American teachers. This interaction with minority teachers will result in increased familiarity with minorities and experience in seeing them in professional roles (Middleton, Mason, Stilwell, and Parker, 1988). Teachers enculturate by curricular design and personal example. Teachers from

backgrounds like those of their students can serve as bridges between home and school, building relationships that are trusted and credible in minority communities. Teachers become role models for minority students and "examples of competence for students who are already in the mainstream" (Zapata, 1988, p.19). Experience with minority teachers can raise aspirations in minority group children and lead to higher expectations for minority group members and white students. For these reasons, there is considerable concern about situations where the majority of teachers is white and most students are minority.

During the 1970s and early 1980s the percentage of African American teachers in public schools was 8 percent. African American students constituted between 14 percent and 16 percent of public school students. Presently, the proportion of African American teachers is declining while the African American student population is increasing. The number of African American teachers produced annually cannot make up for those lost through retirement and attrition. It is estimated that by the year 2000 African American teachers will make up approximately 5 percent of the total public school teaching population while the percentage of African American students will reach 40 percent (Haberman, 1988). Given the current trends the replacement of the teaching force will be diametrically opposed to the racial and ethnic composition of the nation's public school classrooms.

**Problems with Recruitment**

Although the need for increasing the number of African American teachers is apparent, several problems are encountered when attempting to attract minorities to teaching. One major problem is the fact that the enrollment of African American students in post-secondary institutions has declined. Between 1976 and 1985 the number of African American students earning degrees declined over 3 percent nationwide (Rambert, 1989). Minorities account for 14.5 percent of the students enrolled in four-year colleges (Haberman, 1988; Summary Statistics: Annual Survey of Colleges, 1988-89, cited in "Full-time", 1989, p. 24). There has been a slight increase in African Americans enrolled in post-secondary institutions in 1988-89. This increase is due to higher minority enrollments at two-year institutions. (Summary Statistics: Annual Survey of Colleges, 1988-89, cited in "Full-time", 1989, P.24). Many African American students do not seek higher education due to problems such as higher costs, academic preparation, sense of efficacy, and other influences (Middleton et al, 1988; Haberman, 1989). The fear that minority students would have to borrow large sums of money for post-secondary study limits their choice of higher education. Many are going into the workforce instead of entering college. Those minority students who do enter post-secondary institutions have a disproportionately lower completion rate than white students. Fewer African Americans entering post-secondary programs means fewer African Americans who might enter teacher education programs, " Only 100,000 new bachelor's degrees are awarded to minority students and fewer than 10 percent of these degrees are in education" (Task Force on Teaching as a Profession, cited in Haberman, 1989, p.773).

In the mid 1970s, more than half of the African American teacher education graduates across the nation were from historically black institutions; this decreased to 45 percent in 1985. In 1986, 29.6 percent of African American students were enrolled in predominantly black institutions (Lambert, 1989). Yet, these institutions produced African American

teachers in excess of their proportion of total black undergraduate student enrollment. The decline in total African American student enrollment coupled with graduation rates of Afro-American teachers raises the level of concern about attrition of black students.

The problem of attrition of African American students is compounded at predominantly white institutions. These students at these institutions are in situations where they must adapt and fit in with the overall student community and at the same time, not lose touch with their own cultural heritage. Many minority students rely on contact with other minority students to counter feelings of alienation and cultural invalidation. Consequently, minority students may feel well integrated into his or her own subculture but alienated from the larger community. White student attrition is caused largely by academic factors. In contrast, minority students, in addition to academic difficulties, may experience social and cultural alienation (Loo and Rolinson, 1986). This can further reduce the pool of potential African American teachers.

Current reform efforts in education which emphasize standardized testing may further reduce the remaining pool of potential African American teacher education students. Many states now require pencil- and-paper tests at the beginning and at the end of teacher education programs. Minimum scores on standardized tests, as well as proof of oral and written abilities, are required by many institutions. These tests represent an additional barrier to African Americans entering Teacher Education Programs. The use of standardized tests as certification requirements has adversely affected the number of minority teacher candidates (Spellman, 1988).

Additional factors that reduce the number of teacher education graduates are negative perceptions of the profession and broader career opportunities in other fields. A variety of other professions compete for the pool of available black college graduates. In the past other professions were not as open to African Americans, and teaching was considered the way to enter the middle class. These professions have opened their doors and are now more inviting to African Americans due to their higher status and prestige and greater opportunities for advancement (Gifford, 1986 and Reed, 1986; cited in Spellman, 1988, p.59).

**Solutions**

The best approach in the long run appears to be to increase the pool of African American college students; an increase in potential African American teachers should follow. Colleges and universities must build relationships with middle schools, junior and senior high schools. This would enable post-secondary institutions to identify prospective teacher candidates earlier and strengthen their academic preparation before college. One example of this type of relationship is a partnership between colleges and universities and secondary schools, such as "Adopt-A-School Programs." These programs can enable minority secondary students to see college as an option. Colleges and universities can host academic competitions such as essay contests and math/science competitions. They can also bring groups of targeted students to campus for selected events or activities. These post-secondary institutions must create situations to help minority students see the academic environment as one in which they can succeed.

African American students must be prepared to pass existing certification tests and other entrance and exit criteria for Teacher Education Programs. Potential teachers could be identified by questionnaires and school visits. African American pre-college students should be encouraged to take college preparatory courses to increase the possibilities for successful completion of collegiate study. Davis (1984) reported that content-based instruction plus testing skills strategies resulted in improved performance on the SAT. Prospective teachers and their parents could be invited to campuses for exploratory programs that emphasize the rewards of teaching and the need to strengthen academic skills (Spellman, 1988). These students should also be made aware of the academic and financial support that is available at colleges and universities.

In addition to traditional recruitment strategies, personal contacts should be used to increase recruitment of incoming freshmen. Minority alumni often benefit in identifying and recruiting potential African American teacher candidates. Post-secondary institutions should also strengthen their ties with the community. Churches, fraternal and civic organizations can help to identify African American students with potential. When these students are identified, institutions should make personal contact with students who meet admission requirements. Individual contacts are among the most effective recruitment strategies (Case, Shive, Ingebretson, and Spiegel, 1988). Institutions should also expand financial aid opportunities and loan forgiveness plans for minority teacher education students.

Additionally, colleges and universities can expand the pool of African American teacher candidates by designing programs to recruit and prepare the nontraditional student. The nontraditional student is defined as the adult student who is changing careers or who is entering college for the first time or returning after an extended absence. These programs should meet the needs of nontraditional students and, at the same time, prepare students to meet Teacher Education Program admission and exit requirements.

Components of this type of program would include flexible admission criteria. This would necessitate a thorough assessment of prospective students' academic strengths and weaknesses. Support services such as study skills sessions on time management, memory and concentration strategies, notetaking, and test-taking strategies should be available, as well as personal and academic counseling services. Evening courses would make schooling more compatible with work schedules and other personal obligations. Alternative courses would also be necessary to make the general studies requirements more meaningful to adult students. An example of this type of course is a composition course that is designed to help students use their own experiences as building blocks for developing communication skills.

A large proportion of African American college students now attend predominantly white institutions. When necessary, appropriate academic and personal support should be provided. Available support should include academic advising and counseling, stipends and scholarships, and racial/cultural workshops for students, faculty, staff, and administrators (McCallum, 1989). Effective educational experiences can be provided for African American students without sacrificing quality.

Ethnic minority faculty members are of vital importance to minority students. African Americans comprised 4.1 percent of the full-time teaching force, a 0.3 percent drop since

1975 (Wiley III, 1989). Enticing minorities into professorships may be a prerequisite for creating pathways for minorities into teaching careers. This is a difficult task because the pool of minorities who are earning doctorates in education is shrinking. This decline is of even greater significance because those who do complete doctorates in education tend to leave teaching for administrative or other business and professional opportunities (Haberman, 1989).

Several strategies to reduce the alienation experienced by many minority students can be implemented. Predominantly white institutions must work to eliminate remaining symbols, activities, and traditions that alienate and offend minority students. These institutions should provide a forum for minority students to voice their concerns. Faculty must be sensitized to their roles in making campuses inviting to minority students. This situation is facilitated by the presence of minority faculty and staff on predominantly white campuses.

Recruiting efforts by predominantly white institutions for minority students must avoid the enrollment of students whose academic skills present a high risk of failure at that institution. In attempting to have a student enrollment that is representative of racial and ethnic groups, many institutions have taken a "body-count" approach at the expense of the students' best interests. Minority students with every prospect of success are turned into failures by being mismatched with an institution (Sowell, 1989).

> *When the most demanding institutions siphon off minority students whose qualifications match the standards of second-tier and third-tier institutions, these latter colleges, universities, and engineering schools proceed to siphon off minority students who would normally go to institutions whose admissions standards are lower. The net result is an artificially created problem, even though minority students' qualifications cover a wide range, they are not matched with the institutions across that range but instead are systematically mismatched. The bad academic consequences of this situation have led to worse social consequences, among minority and majority students alike* (Sowell, 1989).

Minority students who are mismatched to institutions may find it difficult to keep up academically, or even to survive. Frustration, loss of self-esteem and failure may follow. This student is, as a consquence, lost from the educational pipeline. We cannot afford this loss of talent from the pool of African American college students.

**Conclusion**

A commitment of time and resources is required if African American representation in teaching is to reflect a reasonable proportion of the African American population. Financial incentives must be provided to attract African Americans to teaching careers in addition, those black students who need help to pass existing tests should be given it. Pre-college students must be better prepared and encouraged to attend college. Institutions must design programs to recruit and prepare nontraditional students for careers in teaching. Predominantly white institutions must take a more active role in responding to the needs of

African American students enrolled in higher education and in preparing African American pre-college students for collegiate study. These efforts are necessary to adequately prepare African American students to complete college study and to enter the teaching profession.

**References**


Anderson, J.A. (1988). Cognitive styles and multicultural populations. Journal of Teacher Education, 39(1), 2-9.

Bass de Martinez, B. (1988). Political and reform agendas' impact on the supply of black teachers. Journal of Teacher Education, 39(1), 10-13.

Case, C.W., Shive, R.J. , Ingebretson, K. & Spiegel, V.M. (1988). Minority teacher education: recruitment and retention methods. Journal of Teacher Education, 39(4), 54-57.

Davis, H. (1984). A comparative analysis of test-taking skills and content-based instruction upon SAT test scores. Prospective Black Teachers and the Closing Door: Strategies for Entry. (Available from Alabama Center for Higher Education, Birmingham, Alabama).

Full-time and new freshmen enrollments drop at colleges, report shows. (1989). Black Issues in Higher Education, 5(21), 24.

Haberman, M. (1988). Proposals for recruiting minority teachers: promising practices and attractive detours. Journal of Teacher Education, 39(4), 39-43.

Haberman, M. (1989). More minority teachers. Phi Delta Kappan, 70(10), 771-776.

Loo, C.M., & Rolison, G. (1986). Alienation of ethnic minority students at a predominantly white university. Journal of Higher Education, 57(1), 58-77.

McCallum, C.A. (1989, October 22). Novel approaches needed to solve the brain-power shortage. The Birmingham News, p. 2C.

Middleton, E.J., Mason, E.J., Stilwell, W.E., & Parker, W.C. (1988). A model for recruitment and retention of minority students in teacher preparation programs. Journal of Teacher Education, 39(1), 14-18.

1986 Minority Enrollment at 3,200 Institutions of Higher Education. (1988, July 6). The Chronicle of Higher Education, 34(43), A20.

Rambert, L.J. (1989, October). Preparing more minority teachers, the impact of historically black institutions on the supply of black teachers. Regional Spotlight, Atlanta: Southern Regional Education Board.

Sleeter, C.E., & Grant, A.C. (1986). Success for all students. Phi Delta Kappan, 68(4), 297-299.

Smith, G.P., Miller,M.C., & Joy, J. (1988). A case study of the impact of performance-based testing on the supply of minority teachers. Journal of Teacher Education, 39(4), 45-52.

Sowell, T. (1989, February 13) The new racism on campus. Fortune, pp. 115-117, 20.

Spellman, S.O. (1988). Recruitment of minority teachers: issues, problems, facts, possible solutions. Journal of Teacher Education, 39(4), 58-63.



BEST COPY AVAILABLE

Wiley III, E. (1989). Many black professors choose black institutions despite offers by predominantly white schools. Black Issues in Higher Education, 6(12), 1.
Zapata, J.T. (1988). Early identification and recruitment of hispanic teacher candidates. Journal of Teacher Education, 39(1), 19-23.

## Minority Mentors: Creating An Enabling Environment

*Laura Frankiewicz, Coordinator, Recruitment and Alumni Relations*
*Alphonzo Thurman, Northern Illinois University*

The overall process of encouraging minorities to pursue careers in teaching does not end with the recruitment of minority students into teacher preparation programs. With some exceptions, most teacher preparation institutions are historically white institutions. Often, the prospect of attending a large university is intimidating; to attend as a minority student may intensify the feeling of intimidation. Moreover, the campus environment may be neutral at best for minority students. At worst, the campus may offer a hostile environment in which minority students are made to feel unwelcome in subtle or overt ways. Loo and Rolison (1986) examined the alienation and isolation of a minority student at a predominantly white campus. They concluded that while white attrition can be attributed to academic factors, minority attrition is typically caused by sociocultural isolation as well as academic factors.

Because the campus environment may impede matriculation for the minority student, retention efforts must form a centerpiece of the overall institutional plan for increasing minority student participation. Retention efforts, among other things, must focus on creating an enabling atmosphere for all students, but especially for minority students, who may find themselves in unfamiliar and unfriendly environments.

One recruitment effort that may help to bolster a student's feelings of acceptance on campus is the establishment of a professional relationship; perhaps a mentoring relationship with a faculty member. The encouragement of student-faculty contact is considered one of the seven principles for good practice in undergraduate education by the American Council on Education (1988). They note that frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement . . . Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans." (p. 134).

In historically white institutions, where typically 90 percent of the faculty are white, a minority student may be hesitant to approach faculty for fear of being perceived as ignorant or needy. This reticence may preclude the possibility of establishing a relationship as a natural outgrowth of professional student/faculty interaction. Intervention then, on the part of college faculty and staff may be necessary to link minority students with faculty members in a mentoring relationship. Loo and Rolison (1986) suggest that professorial accessibility

and support may be a key to student retention. Recognizing that the above scenario may well apply at Northern Illinois University, the College of Education faculty has established a mentoring program for minority students.

This paper will describe the mentoring program in detail including the planning phase, student and faculty selection and match-up, activities and preliminary evaluation information.

**Program Planning**

The minority mentor program had its beginnings early in the 1989 spring semester when the concept was approved by the college senate. The program was conceived to provide a supportive environment for minority students enrolled in the College of Education by linking students with college faculty members. A number of decisions were made at the outset:

1. The program would begin by serving undergraduates only. While we were well aware that minority graduate students also need encouragement, it was felt that the more personalized graduate-level advisement process, especially in the case of doctoral students, served as a possible source of support.
2. The program would be administered by staff in the college with previous responsibility for minority recruitment and retention.
3. Faculty involvement, with regard to the planning process was essential.
4. The program was conceived as a non-traditional support program. While advice was encouraged, advisement provided by professional staff was not. Moreover, the parameters of the mentoring relationship were left purposely vague. Mentoring relationships are multi-dimensional and developmental (Clemson, 1987). Dyads should be allowed the freedom to tailor the relationship to their individual and mutual needs and preferences.

Planning continued during the spring semester, centering primarily around faculty recommendations. The following needs emerged: (1) the provision of a campus resource guide for faculty and students: (2) outside speakers to offer differing perspectives on minority student life on campus; and (3) a discussion of cross-cultural communication and guidance techniques.

**Student/Faculty Match-up**

Minority students identified as education majors were contacted during the summer. Close to 150 special education, elementary education and undecided majors were identified. Secondary education students having majors in other disciplines were not able to be identified.

Students were sent a letter describing the program as well as a brief questionnaire. Twenty-five students responded by returning the questionnaire. The decision was made not to follow up with the non-respondents, but instead to focus on the 25 respondents as a pilot group. Respondents were then contacted and invited to a kick-off pizza party. Almost

all students attended. At the party, the program was described further and students were encouraged to give input. On the whole, students were extremely supportive and enthusiastic about the mentor concept. Mutual benefit, an important aspect of the mentoring relationship (Clemson, 198), was stressed. Students expressed an eagerness to begin.

A few weeks later, students were matched with college faculty and administrators. Over 25 matches were made. Faculty were encouraged to make the initial contact with their proteges by phone or letter. To date, due to the newness of the program, no data exists as to its effectiveness. We intend to evaluate the program primarily upon student satisfaction. Faculty satisfaction and actual student retention will also be examined.

**References**

Clemson, R.L. (1987). Mentorship in teaching. Action in Teacher Education, 9(3), 85-90.

Green, M.F. (1988). Minorities on campus: A handbook for diversity, American Council on Education, 134-135.

Loo, C.M. & Rolison, G. (1986). Alienation of ethnic minority students at a predominantly white university. Journal of Higher Education, 57(1), 58-77.

## A Minority Student Support System that is Working

*John W. Butzow and David E. Rotigel, Indiana University of Pennsylvania*

We need only to look at the retention rate of minority students who enter teacher education programs to quickly realize that recruiting minority students alone will not result in graduating more minority teachers. In the past, Indiana University of Pennsylvania (IUP) has been no different than most teacher training institutions in terms of retaining minority students.

While efforts to recruit minority students for our teacher education programs were begun in the early-mid 1980s, little or nothing was then being done to provide the kind of support system that would ensure the retention and graduation of these students. Thus, during most of the past decade the College of Education of IUP lost about as many minority students each year as we were able to recruit.

In an effort to attain a dramatic improvement in our ability to attract and retain minority students in the College of Education, Dr. John Butzow, then the interim dean of the College, established a college-wide Minority Affairs Committee in the fall of 1988. The primary purpose of the committee was to find ways to ensure that a larger number of minority students were attracted to, and would complete, teacher education programs at Indiana University of Pennsylvania.

It was not that IUP needs more teacher education students. Our student ranks have burgeoned over that past three years. At issue is that the state of Pennsylvania had nearly stopped providing minority persons with new teacher certifications. IUP would need to

make providing the state with minority teachers one of its specific and most important priorities. Indiana University of Pennsylvania, with 13,680 students, is the largest of fourteen comprehensive universities in the Pennsylvania State System of Higher Education - the state owned universities in Pennsylvania. These universities hold as part of their mission providing an education to those residents of the Commonwealth of Pennsylvania that are first in their families to attend a college or university. As one of the "people's universitie," IUP had a very good record of reaching a variety of ethnic groups except African Americans. This was in part because the counties in Pennsylvania immediately surrounding the rural IUP campus have less than two percent minorities. Clearly IUP would need to expand its ventures beyond that region if minority students were to be recruited for its teacher education programs.

The task of developing a priority process for recruitment and retention of minority students and faculty was not, however, to be set in motion only from the dean's office, nor was it to be a top-down process. The Dean asked faculty to volunteer as members of a Minority Affairs Committee at the opening faculty meeting: Nearly one-quarter of the faculty volunteered to work with this committee and the percentage of carry through has been very high. At its first meeting the committee was given its primary charge: "Find ways to retain and graduate minority students (both graduate and undergraduate) who are admitted to the College of Education."

After much discussion and several monthly meetings the committee concluded that several things would be necessary if our minority students were to be retained. First, minority students would have to be recruited. At the start of the 1987-88 academic year only 3 percent of the colleges faculty were minority. Only if that percentage was increased dramatically could appropriate role models for minority (and majority) students be provided. Second, minority students enrolled in the College of Education would have to be made to feel that they are a part of the institution. Students who feel they are on the outside looking in do not remain students very long. And third, minority students in the College of Education must realize that someone in the college cares about them as students and as people.

By January of 1989, Dr. Butzow was appointmented officially as Dean of the College of Education. At that time he selected as his major priority the improvement of minority student and minority faculty recruitment and retention in the College of Education. The Minority Affairs Committee thus became perhaps the most important committee in the College of Education. Its work could now begin. It had become apparent by January, 1989, that someone with time to handle details, increased quantities of correspondence and special events would need to be found. The Dean assigned a minority masters degree graduate assistant from the Counselor Education Department to this post. This graduate assistant works with budget details as well as working very closely with the minority students in the College of Education to keep them involved in special programs and projects.

The Minority Affairs Committee concluded early in its work that the IUP College of Education would need to make special efforts to work within the urban areas in Pennsylvania. The College had already organized a cooperative agreement with the Pittsburgh Public Schools for urban field experiences. This program was expanded to include such activities as working with the Future Teachers Club and the Langley Teaching Academy

students at Langley High School, IUP's partnership secondary school. IUP supports a visit to its campus by Langley's students twice a year. The campus visit includes opportunities for club members to sit in classes, eat in dining facilities, tour the campus, talk with teacher education students and faculty, meet with the Dean of the College of Education and the Provost of the University.

In addition to making the university more known and accessable to students in their precollege years, IUP also made a commitment to provide scholarships to minority students in teacher education. Last spring, for the first time with the special commitment of our campus president, Dr. John Welty, the College offered ten scholarships in teacher education to minority students in the Pittsburgh Public School District. This program is being operated jointly between the Associate Superintendent of Schools in Pittsburgh and the IUP College of Education. It features an early information period when potential students are encouraged to apply. A meeting is held between students and their parents or guardians and IUP financial affairs professionals to provide assistance in completing financial aid and other applications for scholarships and various other programs for which they qualify. The School District assists in the final selection of candidates for scholarships and provides them with enhanced opportunities for employment in the district upon graduation. IUP has expanded this scholarship program this year to the Philadelphia schools and is working on similar ventures with several other suburban school districts.

The Minority Affairs Committee recognized the need to provide a forum for our minority students. This would include the opportunity for the students to meet regularly with the Dean and faculty to voice their concerns and needs and to interact as a group within the College of Education. The Dean's office provided a budget to host two informal reception meetings each semester along with smaller ad hoc meetings for working groups of students and faculty. The receptions usually featured one brief presentation on a specific topic such as faculty-student relations, opportunities for scholarships, or work-study, etc. At one of our early receptions, students requested that each have a faculty mentor. Within two weeks of that meeting, each student desiring a mentor was provided one. This faculty-student mentor program has now been in place for over a year. Students also requested a specific place for "quiet study" in preparation for final examinations. The college set aside two large rooms during the period just prior to final examinations for the first time, this past fall semester. Students also indicated that they wanted increased opportunity to attend social events in nearby urban areas. Plans are now being made for a series of these opportunities. The strength of all these activities has been that they were developed as a result of dialogue between students and faculty.

The third part of the Minority Affairs Committee has been active in recruiting minority faculty and administrators. Work has concentrated on assisting the search committee to understand more clearly the concept of affirmative action in the process of locating minority candidates. In the past search committees tended to expect general advertising to produce an acceptable candidate pool. During the past year, the Minority Affairs Committee helped develop contact persons throughout the country to assist in locating appropriate minority candidates. This networking procedure has also resulted in additional opportunities for us to attract minority candidates for our masters and doctoral degree programs. In several instances, faculty have traveled to universities to discuss advantages of our programs. Ad-

ditionally since more than one-quarter of the College of Education faculty have been active as members of the Minority Affairs Committee, the carry-over (in terms of attitude) to departmental search committees has been dramatic. The results in terms of minority hirings also have been dramatic.

During the 1987-88 academic year only 3 percent of 73 faculty members in the College of Education were minority. By the 1988-89 academic year, with the hiring of for additional minority faculty, this was increased to 8 percent. And last fall three of the six new faculty members hired were minorities. The result is that as of this academic year over 11 percent of the college's faculty are minorities. Additionally our search this past year for an Associate Dean resulted in the hiring of a minority candidate. Thus, about 12 percent of the staff in the College of Education is now minority. Since the same procedures are being used this year by faculty search committees, it is expected that by the fall of 1990 the number of minority faculty will grow to more than 16 percent of the total full-time faculty.

In closing, the question must be asked, "Has the Minority Affairs Committee of IUP's College of Education been a success?" The answer is that it is too early to tell! Dramatic increases have been achieved with regard to the number of faculty members in the College of Education. Increases also have been made with regard the number of minority students in the College. Given the mentorship program, the minority student receptions, and other activities which have taken place over the past two years, our minority students tell us that they now feel they are a real part of the College of Education.

Why then is it too early to tell if the activities of the Minority Affairs Committee have been a success? The goal was for IUP to graduate more minorities certified to teach in Pennsylvania. And a year and a half is simply too short a time to expect to see those kinds of results. Another two years, at least, are necessary. But be assured that the Minority Affairs Committee and the College of Education of Indiana University of Pennsylvania will not give up on our goal - and be assured that we will not fail!

---

## The ACT Assessment College Report As A Useful Tool To Recruit Minorities in Teacher Education Programs

*John W. Joyner, Tennessee State University*

A successful recruiting strategy became a reality several years ago when Edward L. Graves became the director of the famed Tennessee State University aristocrats of marching bands. The band had lost membership under a previous director. Dr. Graves came to me, and had talked to others as well, on how the membership of the band could be increased. At that time, I was the director of Student Development Services, which included the Counseling Center, the Special Service Program, Freshmen Orientation, Tutorial Program and the Testing Center. After pondering Edward's concern, it struck me that the ACT Student Profile Report, (the report submitted to the university when high

school students take the American College Test) had some data that might prove useful. The report revealed student responses of **yes** or **no** to the question on whether Instrumental Music was one of the high school extracurricular activities in which they were participants. We hypothesized that by writing a letter to each student who indicated participation in this activity, plus enclosing an attractive brochure of the band, a significant increase in band membership will be realized. Since the university received several hundred reports approximately six weeks after a total of five annual ACT administrations with each report providing all the needed data to identify and contact the students, we were elated from the results of this activity. We did not question the test of our hypothesis. The band membership showed a 25 percent increase the first year and a 30 percent increase the second year. The band membership was back to full strength over a short period of two academic school years.

I firmly believe that the approach used to increase band membership at Tennessee State University can be an effective recruiting strategy to increase minorities in Teacher Education Programs. The ACT Student Profile Report, now entitled ACT Assessment College Report, has a wealth of data that can be of great assistance in the recruitment of minorities in teacher education at other universities and colleges requiring the ACT Assessment College Report for admissions. The sections of the College Report provide the following data that I believe to be useful for recruiting minorities as well as other students in teacher education:

**I. Identification of prospective students.** This section provides name, address, sex, birthdate, Social Security Number, county of residence, home telephone number, type of testing - local of nation, date tested and year of high school graduation.

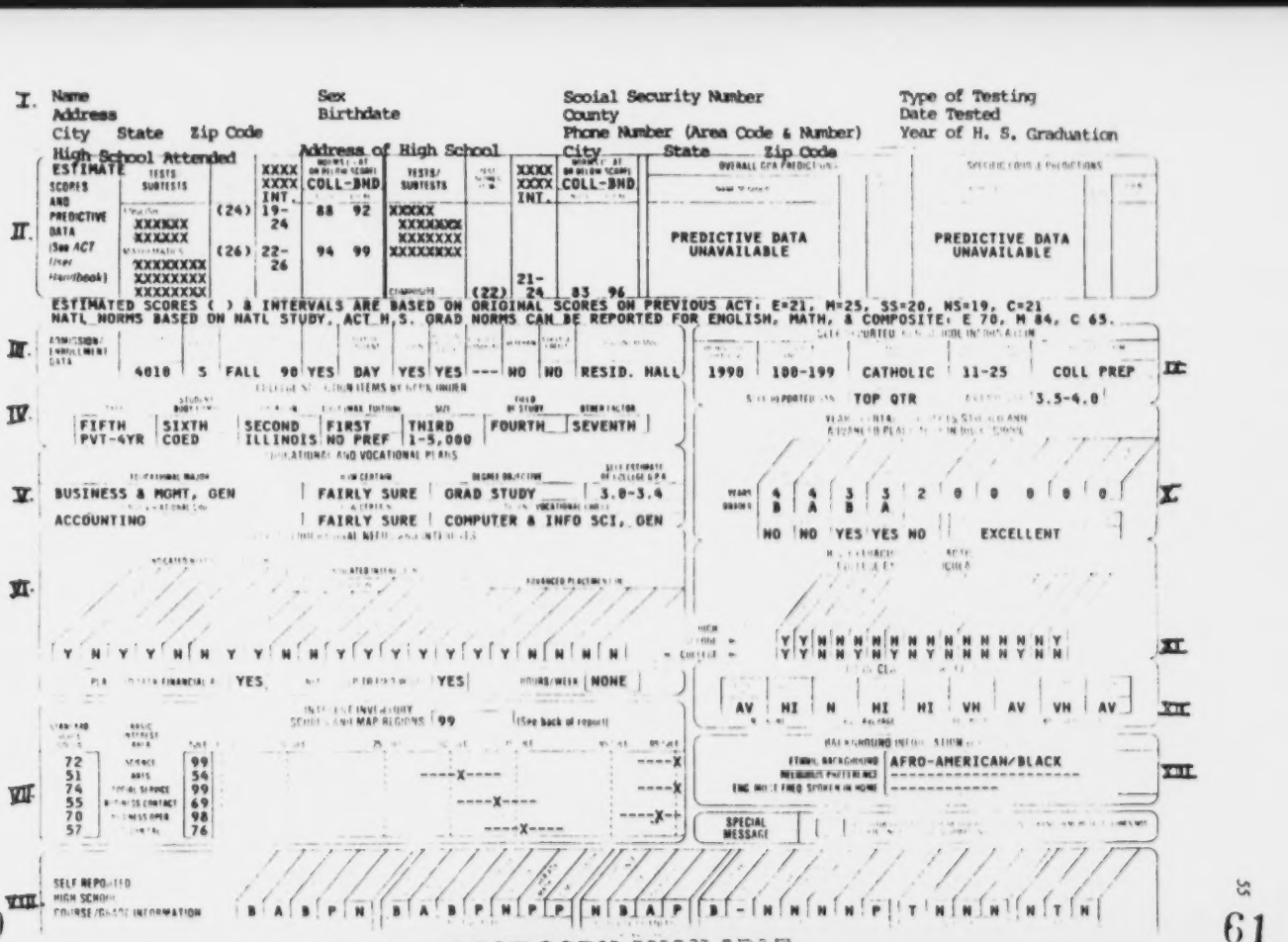
**II. ACT scores and predictive data.** From this section, the student's level of achievement in English and Math, a composite score, and other test information based on original scores on previous ACT tests taken and national norms based on a national study of ACT high school grade norms is available.

**III. Admission/enrollment information.** This section gives the college code, choice, entrance date, whether or not the student has a handicap, veteran, college credits and housing plans.

**IV. College selection by rank order.** The information in this part of the report can be very important for recruiting. The information includes factors influencing the student's college choice.

**V. Educational and vocational plans.** These data provide important information for recruiting efforts. concerning vocational and educational aspirations.

**VI. Special educational needs and interests.** Informs the recruiter whether the student would be interested in learning about special educational and vocational assistance available on campus for meeting students' needs.








BEST COPY AVAILABLE

**VII. Interest inventory scores and map regions.** The information in this section can help recruiters identify students whose interests are compatible with teaching careers.

**VIII. Self-reported high school course/grade information.** These data provide you with additional self-reported high school course/grade information which can help in assessing the academic strengths and weaknesses of the student. This should not only assist in identifying aspects of the campus that would be of interest to the potential student, but also aid in directing the academic program needs of the student after he or she enrolls at the institution.

**IX. Self-reported high school information.** This section provides such high school information as class size, type of school, class rank and average. If the student is from a small high school or medium sized school, he or she may be interested in attending a college of a size.

Sections X, XI, XII, and XIII provide further useful information such as subjects studied in high school, advanced placement programs, extracurricular activities and interests, accomplishments, and background information. It should be evident that effective use of the ACT Assessment College Report can help recruiters target potential minority students for enrollment in teacher preparation programs.

## Chapter 6

# More Strategies for Minority Recruitment and Retention

## Recruiting Gifted and Talented Minorities for Teacher Education

*Neil Mathews, College of Education, Louisiana State University*

Recruiting minorities into the education profession is the challenge of the 90s. A number of authors (e.g., Henniger, 1989; Toch, 1990) are warning that an increase in minority teachers will be needed between now and the year 2000 when approximately one-third of the students in our public school classrooms will be minority students. It has become one of the top priorities of most Colleges of Education in the country to recruit and produce minority teachers for these classrooms. The issues surrounding the recruitment of minority teachers are complex without easy remedies. New approaches and fresh insight are required to solve the problem of increasing the number of minority teachers. The following article will suggest one possibility.

Programs for academically gifted and talented elementary and secondary students have been on the upswing in America the last ten years (Richert, 1982). Nationally, more and more school districts and special talent identification programs (Boslough, 1984) are increasing efforts to screen and identify gifted and talented minority students. As a result, the number of minority students identified to participate in these programs has increased dramatically during the past decade (Houseman, 1987). Overall, there are approximately 1.5 million students involved in gifted and talented programs throughout the country today with a significant number of minorities participating. This exceptional population of bright minority students should be a target of many recruitment efforts. These students have talents to share in our nation's classrooms during this decade and on into the next century. They will not only be role models for our minority students but will bring cultural diversity to the teaching profession. The challenge for College of Education recruiters is to understand the potential found within gifted and talented programs for positively attracting education majors. The first step is to understand the administrative structure of these programs.

All states have coordinators charged with the responsibility to monitor elementary and secondary gifted and talented programs. Local school districts have counselors and special certified teachers trained to identify and provide services to these students. All of these individuals are knowledgeable and have access to programs, students names, and are aware of abilities of most of the gifted and talented minorities within the state's population of identified gifted and talented students. Enrollment numbers for minorities vary from state to state and from school system to school system. For example, in Louisiana approximately 25 percent of the state's gifted and talented population has been identified as minority. Some parish programs run as high as 50 percent minority enrollment. Most states and

some special summer programs run by colleges and universities have made concentrated efforts to include a significant portion of minorities in their programs (Gore, 1984). This trend will accelerate during the decade with increased efforts to identify gifted and talented minorities earlier.

Thus, one goal for teacher educators both nationally and locally should be that a sizable portion of minority students within this population of bright students be recruited for possible careers in teacher education programs. It would be unfortunate if this pre-identified talent pool is not be used as an active recruiting base for the future.

Some of the actions that must be taken to increase the number of minority referrals to teacher education programs are:

1. More information regarding the goals, objectives and opportunities in teacher education should be targeted for the minority community.
2. Minority professional and educational community leaders should publicly and privately encourage parents to inspire their bright offsprings to seek teacher education.
3. More elementary and secondary educators should come to realize that minority students would be interested in teacher education as a career.
4. The education profession should make a concerted decision to recruit gifted and talented minority students into the field of teacher education.

Only a combined effort by recruiters, teacher education administrators, educators, community leaders, the media and parent advocacy groups can significantly increase minority student participation in teacher education.

One of the first steps required to meet this goal is to present the teacher professor as a positive career for the future. Bright minority students are very sensitive to the variety of opportunities available to them. It is important to emphasize that the career of a teacher may take a variety of routes, and for some, it can be considered as an entry level job. The minority student should be encouraged to view teaching as an attractive career with many oppotutnities for advancement and personal growth. There are few other professionals that have the flexibility and mobility of the teacher. Thus, the broader goals, objectives and opportunities in education must be articulated.

Members of the minority community leadership can have a positive influence upon the decision to enter teacher education. For example, recruiting and orientation nights for minority parents and their high school students provide an important opportunity for influencing a student's choice of teaching as a career. There is an increasing body of literature that suggests community leaders from the church, schools and/or other professional associations have an important impact upon young students' career decisions. The value of a career in education and understanding the opportunities found within the teaching profession can be communicated best by each individual's own cultural and racial group. These minority recruitment ambassadors are a vital link and should be organized for recruiting the gifted and talented minority student.

Another practical suggestion is to redesign the recruiting materials to match the intended audience. Most of the recruiter's materials should be designed to reflect special

minority populations and their need for challenge and recognition. Attempts should be made to include introductory letters with accompanying brochures and financial information packets that emphasize the desire for minority teachers in the future. Special scholarships should be developed to support gifted and talented minorities who have the ability but not the funding to seek a degree and teacher certification. Gifted and talented minorities will qualify for these programs and it is essential that this target group of students be provided relevant information and that the message be accurate and inviting.

Follow-up telephone calls play an important role in creating a personal contact between the College of Education and the minority student. The calls also provide another opportunity for parents to ask questions concerning their student's program and allow the college representative to establish positive contact as a basis for follow-up discussions. Preliminary results from telephone recruiting suggests that this method has been underutilized (Mathews, 1990).

Another strategy for recruiting minority teachers is using a network of education professionals. They are an important contact for recruiters and often the easiest to activate. School board members. teachers of academically gifted students, school counselors and community ministers all enjoy special access to large numbers of gifted and talented minority students. One characteristic of identified bright students is that they are actively involved in extracurricular activities. As a result, these recruitment ambassadors often have the advantage of being in a position to positively influence exceptional students through their special contacts with the student in school-related activities. A College of Education recruitment plan should involve creating a network of community ambassadors. In many programs for the academically gifted and talented, such a network has been the primary source for initial referral and successful screening. The process should continue in developing and identifying those students with an active interest in the teaching profession.

The media is playing an important role in influencing young people to pursue a variety of fields. Feature articles describing the need for minorities in education and highlighting successful minority teachers are on the increase and are extremely important in creating an environment for active recruitment. Our role in providing information to the media plays a critical role (Toch, 1990).

A final suggestion for recruiting minorities includes adopting certification guidelines for encouraging non-education students to enter teacher education through alternative certification. There will be an increasing number of bright students who will find education as an attractive second career after initially graduating with majors in other fields. It should be the goal of all Colleges of Education to certify as many minority majors outside education as possible through comprehensive and valid alternate education certification pathways. The 90s decade will require flexibility and an open attitude toward certification in order to keep pace with the demand for minority teachers and the diverse career plans available to gifted and talented minority students.

In summary, we have a generation of minority students who have been identified for and have participated in many gifted and talented programs at the elementary and secondary level. Each one of these prescreened and selected academic achievers should be actively recruited for a career in education. It should be a goal of every teacher training institution to place in their hands an invitation to visit a local College of Education and investigate the possiblity of becoming a teacher. The "Educational Renaissance of the 90s"

will have teaching at the forefront as a career providing much personal satisfaction. Recruiting gifted and talented minorities will be a first step.

**References**

Alamprese, J.A., & Erlanger, W.J. (1989). No gifted wasted: Effective strategies for educating highly able, disadvantaged students in mathematics and science (Volume 1: Findings). Washington, D.C.: U.S. Government Printing Office.

Gore, M.J. (1984, June). The gifted minority. Psychology Today, p. 32.

Henninger, M.L. (1989) Recruiting minority students: Issues and options. Journal of Teacher Education, 40(6), 35-39.

Houseman, W., & Council of State Directors of Programs for the Gifted. (1987). The 1987 state of the states gifted and talented education report. Topeka, Kansas: Kansas State Department of Education.

Mathews, F.N. (1990) Preliminary recruiting report for 1989-90. Unpublished manuscript, Louisiana State University, Baton Rouge. LA.

Patton, J., Prillamon, D., & VanTassel-Baska, J. (1989). The nature of disadvantaged gifted programs: A studey of the fifty states. Williamsburg, Virginia: College of William & Mary, Center for Gifted Education.

Richent, E.S. (1982). National report on identification: Assessment and recommendation for comprehensive identification of gifted and talented youth. Sewell, New Jersey: Educational Improvement Center - South.

Toch, T. (1990, January). Drafting the best and brightest. U.S. News & World Report, p. 52.

Torrance, E.P. (1977). Discovery and nurturance of giftedness in the culturally different. Reston, Virginia: The Council for Exceptional Children.

## Cross-Cultural Startegies for the Recruitment and Retention of Minorities in Teacher Education

*Gene Gallagos, Department of Advanced Studies, California State University-Bakersfield*

This paper examines the leadership role of teacher education faculty and staff in the recruitment and retention of minorities. Changing demographics in America require teacher educators to focus on the reasons for the lack of success in recruiting and retaining minorities. Concepts deemed crucial to the development of cross-cultural environments are examined. The six concepts are: (1) the role of the cosmopolitan educator; (2) intercultural communications; (3) cultural sensitivity; (4) application of cultural theory in the workplace; (5) cultural synergy; and (6) work culture. Examples of successful programs that reflect the six concepts are reviewed and recommendations are made on how the cross-cultural strategies may be developed.

**Cross-Cultural Strategies for Recruitment and Retention of Minorities in Teacher Education**

The purpose of this paper is to examine the leadership role of teacher education faculty and staff in the recruitment and retention of minorities; the perspective is cross-cultural in orientation. Pollster, Louis Harris (1988) illustrated the dilemma facing teacher education in the 1990s and the 21st century when he stated that:

> If current trends continue, it is not inconceivable that close to a majority of the children under 18 will be non-White minority group members. These statistics reveal the essence of the challenge of survival America faces. To put it bluntly and categorically: by the end of the next decade, the United States will have either succeeded or failed on the pivotal issue of how to open the doors of opportunity to minority young people. (p. 23)

Richard W. Jonsen (1989), Deputy Director of the Western Interstate Commission for Higher Education, emphasized that the nation's crucial agenda is to find more keys to open doors of opportunity for minorities. He believes the higher education community must play a pivotal role in this process (p.v).

Researcher Raymond E. Castro (1989) stresses that the changing demographics bring attention to two significant trends regarding minorities. The number of public school K-12 students is growing and will continue to grow over the next decade; the majority of these students will represent Latino and other ethnic minority groups (p.1). Castro also points to the fact that:

> These trends have emphasized the need to address a projected shortage of teachers and to recognize the severe underrepresentation of Latino and other minority teachers. Aside from issues related to equity, there is a growing body of literature that suggests the need for cultural fit or synchronization between students and teachers. This need, which involves a match of social and economic status as well as ethnic culture and language, is especially critical for students identified as being 'at risk.' (p.1)

Morgan Odell and Jere J. Mock (1989), to illustrate the stark status of minorities in teacher education, reveal that:

> Prior to the late 1960s only a handful of predominantly White colleges and universities made special efforts to serve minority students. But in the past 20 years virtually every institution in the country has adopted new policies or developed new programs for this purpose. Despite these actions, however, the percentages of underrepresented minority students (Blacks, Mexican American, Puerto Rican, and Native American) now entering college are little different than they were 20 years ago. (p. vii)

Institutions have had little success in recruiting and retaining minority students because the problem has not been sufficiently understood. Another reason is that only a small percentage of faculty and staff are required to give any attention to minority students. (Odell and Mock, 1989, p. vii). University President Ross (1989) who believes that non-minority university administrators are responsible for the low numbers of minorities in education asserts that:

> As a president heavily involved in minority education, I believe that it is time for White administrators like myself to speak frankly to other non-minority administrators: this is our problem. As the leaders of colleges and universities we need to learn how to educate minority students. It is not the problem of minority students or the tiny number of minority faculty who already have their hands full trying to make the best of our ignorance (p. 7).

Denise K. Magner (1989) states that educators continue to seek better answers to the old question of what works in helping minorities succeed in higher education (p. A1), and reports that:

> Several colleges and universities claim their programs are working to help retain minorities, but perplexing questions remain. Some scholars believe many of the efforts will fall short, and that the only way to increase the number of minority students who graduate is to change the way higher education conducts its business with minorities (Magner, p. A36).

It has been shown that the number of minorities in teacher education are quite low, and that the prospects for improving these statistics are problematic. As a result, major efforts must be taken by teacher education leaders to correct the problem of underrepresentation.

The paper next examines concepts crucial to the development of a cross-cultural environment conducive to the recruitment and retention of significant numbers of minorities into teacher education. Without such an environment, endeavors will be predisposed to be reactionary, and self-serving in scope.

The problem of few minorities in teacher education should not be narrowly defined, or the problems will escape detection. A broader awareness of the problem is essential, and commitment by the university power structure to the recruitment and retention of minorities must be an urgent priority. For this to occur, teacher educators must be willing to participate in plans that encourage cross-cultural skills development which could result in alteration of negative personal attitudes and perceptions about minorities.

Innovative plans, if implemented, could generate new views of how administrators and professors of education view the functions of minorities in teacher education. Also, education policy makers could progress beyond organizational systems, which are resistant to cross-cultural potentials. They could then become cosmopolitan as the dictionary defines it: "To belong to the world; not limited to just one part of the political social, commercial, or intellectual sphere; free from local, provincial, or national ideas, prejudices, or

attatchments" (Webster's II Dictionary, p. 316).

Harris and Moran (1989) evolve the thesis that all management or professional development requires some cross-cultural learning and skill (p. 4). Accordingly, university leaders must move beyond mere coping with cultural diversity and create more synergy and sense of purpose among the faculty and the minority students who enter teacher education programs.

Unfortunately, many policy makers in teacher education programs function on ineffectual visions of cross-cultural relations and the management process itself. This attitude must change if higher education is to create new visions of what our institutions can become. Cultural diversity is a reality in America; it must become a reality in teacher education. Robert Lifton (1984) illustrates the dilemma that faces the teacher education community by stating that in times of severe historical dislocation social institutions and symbols lose their power and psychological legitimacy. We still live by them, but they no longer live in us (p. 5). As a result, human growth occurs when old routines break down and are replaced by larger spheres of change (Lifton, 1984, p. 5).

University personnel can be catalysts for the creation of new forms of change in minority recruitment and retention, if attention is given to the six cross-cultural concepts that concern us next. Each of the concepts should become the focus of attention for university leaders as they strive to change the underrepresentation of minorities in teacher education, and could be adapted as cross-cultural strategies for recruiting and retaining minorities. Examples of successful programs that may be emulated follow. The author adknowledges development of the concepts to Phillip R. Harris and Robert T. Moran in their book, ***Managing Cultural Differences.***

The first concept is that of the role of the cosmopolitan educator who is a sensitive, innovative and participative leader capable of operating in a pluralistic environment. Harris and Moran believe that this type of leader is open and flexible in approaching others, can cope with s tuations and with people quite different from his background and is willing to modify personal attitudes and perceptions (p. 9).

The predisposition of the education community has been to train its employees to look at minorities negatively. For example, although higher education administrators and professors pay lip service to the need to expand the numbers of minorities in teacher education, when they have the opportunity to resolve the problem with solutions, the specter of quotas and preferred status arises. Apprehensions surface about the backlash that might follow if minorities become the focus of attention. University employees accountable for the recruitment and retention of minorities must surmount personal prejudices to beome effectual. This will occur only when higher education personnel are trained to function in a pluralistic society with open and flexible approaches toward problem solving and management.

The next concept deals with the important realm of intercultural communication. To increase institutional effectiveness, education leaders must recognize what is involved in determining their personal self-image, values, standards and expectations because they are all culturally conditioned and biased. When care is taken to recognize these realities, a person understands the impact of cultural factors on behavioral communication, and is willing to revise and expand such images as part of the process of growth (Harris and

Moran, 1989, p. 9). This self-reflection process could alter negative attitudes and behaviors now ingrained in many teacher education departments.

Teacher educators must be able to acknowledge the dangers of blatant and veiled racist attitudes and behavior. Learning at least the basic rudimentary language structures and cultural characteristics of minority students with whom they work would be a positive effort. An example of a successful program in this regard is the PUENTE Project at Cabot Community College, Hayward, California. The project aims:

> To reduce dropout rates among Hispanic community college students and increase the number who transfer from community college to the California State University or University of California systems. Students receive writing instruction; individual counseling in academic, personal and career areas; and personal contact with mentors from the Hispanic professional community who offer each student a vision of career success and commitment to the community (Halcon, 1989, p. 99).

Another concept examines the degree of cultural sensitivity exhibited by education department staff members. For significant growth to occur in teacher education, the staff and faculty must be able to integrate the characteristics of culture in general with experiences in specific minority cultures (Harris and Moran, 1989, p. 10). In other words, teacher educators must be able to translate their cultural sensitivity into meaningful relationships with culturally diverse students. Ignorance of, or a refusal to recognize, cross-cultural diversity will perpetuate fragmentation of communications between teacher educators and minority students.

Colorado State Univeristy funds a successful program that addresses the issue of cultural sensitivity. The First Generation Award Program began in 1984, and has awarded over one million dollars in scholarships to minority students who lack the financial resources to attend college. According to Halcon (1989), the two purposes of this program are to encourage first generation college students to enter higher education, and to increase the diversity of the student population at the university. Renewal scholarship awards encourage retention to degree completion (p. 85).

Another concept that merits attention relates to how effectively teacher educators apply culture theory to cross-cultural circumstances that impact the professors who interact daily with minority students. Educators tend to experience cultural shock when they face cross-cultural diversity on their campuses. It is altruistic, but unrealistic to expect sensitivity and productivity from educators without the proper training. They need to be taught to recognize and understand the complex cultural backgrounds of students. The training should consist of carefully planned, sequential and long-term immersion in the cultural and language backgrounds of minority students. The Graduate Research Mentorship Program at the University of California, Santa Barbara provides an example of how to accomplish this goal. The university has begun a program to interest minority students and women in academic careers in fields where they are underrepresented. The program is intended to increase the graduation rates of minority and women students, stimulate increased graduate school enrollment, and better prepare students to become research scholars (Halcon

1989, p. 105). Many of the students in the program have completed their doctorates and moved to faculty or post-doctoral positions.

The Graduate Research Mentorship Program is a success story. However, most teacher education attempts to work with minority students have been piecemeal and ineffective because they have not been comprehensive in scope or long-term in duration. It is urgent that teacher education commit time, effort and financial resources to any effort aimed at improving the numbers of minorities in their programs.

The concept of cultural synergy (Harris and Moran, 1989) through collaboration emphasizes similarities and common concerns, and integrates cultural differences to enrich human activities and organizations (p. 11). Harris and Moran believe that, by integrating varied cultures, and seeking the widest participation, multiple effects and solutions can result in mutual problem solving. Cultural synergy thus becomes separate parts from diversified cultures functioning cohesively to create a greater whole and to achieve a common goal. That goal is to increase the number of minorities recruited and retained in teacher education.

Kathleen Ross (1989) suggests that the college commitment to the success of its minority enrollees must of necessity involve college personnel in the personal and family concerns of these students (p. 24). She states that if college and university administrators are truly serious about increasing minority achievement in their institutions, a fresh look must be taken at all aspects of the college experience through the eyes of minority students themselves (p. 24). Further, she asserts:

> As our society becomes more diverse, so must our institutions of higher learning. They will only do so through a new understanding of what it means to be a multicultural organization and what it takes to be competent in cross-cultural communication. To gain this understanding, we need to learn from the non-White members of our faculty, staff and student body (Ross, 1989, p. 24).

Supporting this premise, Richard C. Richardson and Alfredo G. de los Santos (1989) believe that institutions of higher education concerned about eliminating social reasons for departure of minorities before graduation must take an aggressive stand opposing discrimination, harassment and low expectations for minorities (p. 76).

The concept of work culture serves to apply the general characteristics of cultural diversity to the specifics of how people work at a point in time and place. This would certainly apply to the teacher education staff and their interaction with minority students.

Teacher educators need to cope in a pro-active manner with the enormous demographic changes that are occurring. Strategic planning and management are vital skills to manage these changes. New and dramatic definitions of leadership and organizational structures must be devised as the nature of work changes and teacher education departments evolve to meet these changes.

H. Igor Ansoff (1984) suggests a construct of strategic response to the change that is both decisive and planned, and meets the natural inclination of people to resist change. Effective leaders anticipate resistance, diagnose it and then manage it (p. 115). This is a distinct departure from the existing procedures in many teacher education departments that

resist change, especially regarding minorities. As Harris and Moran (1989) explain:

> The synergistic leaders must examine their conception of human nature and the assumptions upon which we 'manage' others. Then we must literally create social or organizational cultures that reinforce the natural tendencies toward industriousness, responsibility, and planning for change. This requires renewal of the values that influence leadership styles, so as to emphasize creativity, collaboration, teamwork, mutual concern and service (p. 16).

The recruitment and retention of minorities into teacher education will persist to be a fraudulent exercise unless significant organizational changes occur. It is possible to achieve this coveted goal through rigorous, planned, long-range training programs for teacher education administrators and professors responsible for recruiting and retaining minorities. According to Odell and Mock (1989):

> No one can foresee all the answers that ultimately will emerge. ...there appears to be ample evidence to conclude that successful programs share a common approach: they are multi-dimensional in that they employ strategies to strengthen student's academic skill, their ability to function in the campus environment, and their self-esteem, sense of purpose, and cultural awareness (p. viii).

Castro (1989) collected and analyzed information aimed at recruiting, preparing and certifying Latino teachers in five southwestern states. These data show that:

> (1) There were no programs in the Southwest that included a complete range of effective practices from recruitment, to assessment, to placement of Latino teachers. (2) While examples of innovative practice existed, insitutional representatives had a better understanding of the problems or barriers than of the strategies required to improve the access of Latinos to the teaching profession (p. 1).

**Conclusions and Recommendations**

Research reveals that efforts to ameliorate the existing status of minorities in teacher education will require the adoption of comprehensive plans that address the recruitment, assessment, preparation and certification of minority students who desire to become teachers. Legislators can help by creating legislation that support these objectives. It will also be important for public schools to be involved in the partnership effort.

Success is possible, but the price will be high, and must be paid by the teacher education community. Otherwise, the existing condition will not change.

**References**

Castro, R. (1989, Fall). Improving the access of Latinos to the teaching profession. (Available from the Tomas Rivera Center, 710 N. College Ave., Claremont, CA 91711). (1-4).

Halcon, J. (1989). Exemplary programs for college-bound minority students. In M. Odell & J. Mock (Eds.), A crucial agenda: Making colleges and universities work better for minority students (pp. 71-117). Boulder, CO: Interstate Commission for Higher Education.

Harris, L. (1988-89). 2001: The world our students will enter. College Board Review, 150, (23).

Harris, P. & Moran, R. (1989). Managing cultural differences (2nd ed.). Houston: Gulf Publishing Company.

Jonsen, R. (1989). Forward. In M. Odell & J. Mock (Eds.), A crucial agenda: Making colleges and universities work better for minority students (pp. v-vi). Boulder, CO: Interstate Commission for Higher Education.

Magner, D. (1989). Colleges try new ways to insure minority students make it to graduation. The Chronicle of Higher Education, 13 A1, A36-37.

Odell, M., & Mock, J. (Eds.). (1989). A crucial agenda: Making colleges and universities work better for minority students. Boulder, CO: Interstate Commission for Higher Education.

Richardson, R. & de los Santos, A. (1989). Ten principles for good institutional practice in removing race/ethnicity as a factor in college preparation. In M. Odell & J. Mock (Eds.), A crucial agenda: Making colleges and universities work better for minority students (pp. 71-77). Boulder, CO: Interstate Commission for Higher Education.

Ross, K. (1989). Myths and realities in minority education: touchstones for decision making. In M. Odell & J. Mock (Eds.), A crucial agenda: Making colleges and universities work better for minority students, (pp. 7-25). Boulder, CO: Interstate Commission for Higher Education.

Webster's II International Dictionary, p. 316.

---

## Increasing the Number of Minority Students in the College of Education with a Comprehensive Support System

*Marigold Linton, Director Educational Services, College of Education, Arizona State university*

Until recently (vis., Spring semester 1987, and Fall 1987), Arizona State University's College of Education was a "free admission" college. Students seeking teacher certification were able to enter the program as late as the first week of classes, and be welcomed even at that late date. During the next semesters, an admission procedure was implemented, enrollment caps were placed on admission to the Professional Teacher Preparation (PTP) Program, and passing the Pre-Professional Skills Test (PPST) was mandated by the State Legislature for admission to the PTP Program.

At the same time these changes occurred, the University and the College of Education came under a strong mandate to increase the number of minorities, particularly Hispanics and Native Americans, admitted to and completing the PTP Program. Recruitment efforts of the college faced four general PROBLEMS. All four are listed here but the final

two constitute the central focus to this paper: 1) The lack of an appropriate recruitment and retention model in the face of the great diversity of the populations targeted for recruitment; 2) Poor community relationships, lack of relationships with appropriate agencies, and distrust of the college and university by the students; 3) The change in admission procedures including imposition of an enrollment cap under which at present about 60 percent of applicants are admitted; 4) The legislative requirement that every student pass the basic skills test, the Pre-Professional Skills Test (PPST).

First we lacked an appropriate recruitment and retention model. Very little effort has been made to track the progress of any students in the College of Education, and special difficulties exist for tracking minority students where records tend to be more complex and information on ethnicity is often lacking or inconsistent. In the absence of adequate statistics and an effective model, we attacked problems in a common sense way. During the last two and a half years we have begun to develop a preliminary recruitment and retention model. Relationships with the community have been painstakingly built and we provide regular service to several key feeder communities.

To provide a sense of the population we are targeting, Table 6.1 shows the percentage of ethnic minorities in the county in which we are located, in the general student body at Arizona State University and in our program.

Table 6.1

Percentages of ethnic representation.

| | Hispanic | American Indian | Black | Asian | Caucasian |
|---|---|---|---|---|---|
| Maricopa County | 13.2 | 1.4 | 3.2 | 1.3 | 80.9 |
| ASU Student Body | 5.8 | 1.1 | 2.2 | 2.9 | 83.1 |
| College of Education | 7.2 | 1.2 | 1.6 | 0.1 | 88.0 |
| | | at ASU | | | |
| Minorities in PTP Program | | | | 10.0 | |
| Percent entering Spring 1990 | | | | 15.8 | |

Efforts to recruit, admit, retain and certify minority students encounter a number of what we label BARRIERS. If a barrier slows a student down it extracts a PENALTY. To help us understand the real cost of these barriers we count the penalty in terms of semesters and affix a rough cost of $10,000 to each semester the student is delayed. Barriers are correlated with, but in this account are more specific than, the problems. Barrier 1 may be designated "problems of communication." It is believed that more than 60 percent of Arizona State University education majors begin their careers at the community colleges or take a substantial number of their credits there. The number of College of Education minority students whose careers begin at the community colleges is almost certainly higher.

In the old days when students could walk on campus days before the semester began, where students spent their first two years made little difference except when students did not know that a 2.5 GPA is required by the university for good standing and to be eligible for admission to the Professional Teacher Preparation Program. Under the new procedures the admission process begins a semester before the student wishes to enter the certification program, and the PPST must be taken earlier than that. It is difficult to help students become aware at the feeder insitutions of the complex requirements and timelines. Moreover we have frequently observed that the mission of the community colleges is partially incompatible with that of the university. Minority students are often advised to remain at the community colleges taking courses which are not necessary to the students in their programs - and which may cost the student considerable time. It is not at all unusual for such misadvisement to cost students from one to three penalty semesters (translatable in our scheme to $10,000 to $30,000). Advising students to avoid these extraneous community college classes is sometimes viewed as an unfriendly act and may interfere with the amicable relationships between institutions.

In addition, about half of the minority students on our own campus appear not to read bulletins, banners, etc. They appear unaware of deadlines, requirements, conditions of admission that must be met and the like. During one approximately six month period during which scholarship information was provided in orientation sessions to small groups of individuals, we found that although they comprised 10 percent of the education majors, minority students comprised fewer than 2 percent of orientation participants. We often find evidence of students acting on information obtained by word-of-mouth that was valid one, two, three or more years ago. One of our solutions is to contact every student in our targeted population shortly before all important deadlines. For example, we have found that providing telephone information one week prior to a scholarship deadline produced approximately three times the number of scholarship applications from Hispanic and Native American students than did individual calls that occurred two or three weeks prior to the deadline.

A second major barrier relates to basic skills. From the inception of the Pre-Professional Skills Test in 1985 through 1988, 603 Hispanics, 41 Blacks and 250 Native Americans have taken the PPST in Arizona. Of these, only 38 percent of the Hispanics, 32 percent of the Blacks and 12 percent of the Native Americans passed all three portions of the test on the first test occasion. When all retests to date are considered, the number of passes increases to 57 percent, 44 percent and 22 percent respectively.

We find considerable evidence that students avoid taking the PPST. We strongly encourage students to take it as early as possible in their college career. Our best hispanic

student passed the test during her senior year in high school. We urge students to take the test during their freshman year. If they followed our advice they would take the test for the first time when they had approximately 16 college credit hours. Because of the newness of our program, our efforts have not yet had a major impact on statistics reflecting when students take the PPST. For new admissions for Spring 1990, we find that average students took the PPST for the first time when they had 64 credit hours. [Although factors other than the failure to take the PPST are involved, basic skill difficulties may well extract a 1-semester penalty. For our 30 students we have a possible cost of $300,000.]

Our solution to the issue of basic skills is embodied in the College of Education's Support Service, which has been described elsewhere (Linton & Searfoss, 1989). In the present paper I summarize several features, but do not provide the details that appear in the earlier paper. Our most effective "all purpose" basic skills device is the diagnostic basic skills test. We offer the diagnostic test as an outreach device and orientation tool, as an indicator of basic skills, as a first step into the Teacher Education track. It is a great attention getter, recruitment tool and is seen by the minority communities as a significant community service. We have been particularly struck that when the identical test was given (without hoopla) as the "pretest" for our basic skills training program, we had great difficulty persuading students to take the test. When the test was presented as an "absolutely free basic skills diagnostic test," we have great demand for the test and have had more than 100 minority student in the last year alone spend the three hours required to take the test.

Let me mention briefly, the elements of our Support Service. These include efforts to impact student motivation, organizational skills, reasoning and basic skills. When we address reading writing and mathematics, the program spends most of its resources on strategies, reasoning and problem solving, rather than on specific skills. Most students write decently, but do not write with authority, and do not recognize the value of making their essays interesting. They can multiply and do percentages, but do not focus their energies on matching their skills to the problems they must address.

A third major barrier is produced by problems with a "world view." As every professional knows, the management of time, in the broadest sense, is one of the most complex adult skills that must be acquired. This includes the setting of priorities, seeing both the distant view and the immediate logical steps to arrive at the distant goal. Problems with "world view" pervade all areas. Students seem able to see the distant view, but have difficulty with the steps that must be made tomorrow and next month. The problems that we address and attack directly include: difficulty and delay in selecting a major; failure to take the PPST in a timely manner; failure to apply for admission to PTPP in a timely manner; failure to apply for scholarships or making untimely applications.

A somewhat different aspect of the "world view" problem is reflected in student difficulties with setting priorities among "fun, friends, and work." In Indian country for some students the issue of "going back to the reservation" for rituals or to see friends threatens their ability to maintain the academic performance required for admission to the Professional Teacher Preparation Program. For a small number of (male) students, fighting charges of felony DWI charges consumes an enormous amount of resources. In each case, the issue of drinking appears to be secondary to issues of bad judgment, and poor understanding of the consequences of specific behaviors.

A fourth major barrier is the financial one. Obtaining additional loan/scholarships for minority students was one of our first priorities. Our success in obtaining monies constitutes one of our major successes (see Table 6.2). We have succeeded in tripling our financial aid to teachers, and in providing substantial funds to our minority students. This has been accomplished by aggressive competition for scholarships in the state. We are strongly affirmative with the scholarships over which the College of Education has control. We have developed strong relationships with other campus and state units. We have generated new programs that provide additional funds to minority students in the teacher preparation program. Unfortunately, in all of these cases, because allocation of funds from a fixed pool is a zero-sum game, our successes involve Arizona State University students winning resources from students at its sister institutions in the state, or funds going to minority students rather than to non-minority students. Fortunately, the College also has an active program that is slowly increasing the amount of money available to minority students through its Business Partnership scholarship program.

Obtaining monies for minority scholarships, however, is only the first step. We continue to spend considerable energy encouraging minority students to apply for scholarship funds, to submit their scholarship applications in a timely manner, and, particularly when the monies come from loan/scholarship sources, in educating students about loan conditions and the appropriateness of their accepting loans of this type.

**Summary of Success**

In this paper I have presented four problems that Arizona State University's College of Education minority recruitment and retention program has faced. I have focused on two of these problems and four specific barriers. The program is regarded as highly successful by the students, the community, the college and by our small but dedicated staff. The warm but no-nonsense approach takes students over the rough spots but is enabling, gives them the responsibility and quite rightly convinces them that they have made the decisions and that their accomplishments are their own.

I would now like to indicate some more direct measures of the success of this minority recruitment and retention program. For the Spring 1990 semester, newly admitted members of the Professional Teacher Program, contains 16 percent minorities, up from 10 percent for the last few semesters. In fact, the numbers are closer to 20 percent if we consider only our major campus, the one we directly serve. About half of these students have received direct services from our support programs. The pipelines are filling with students and community individuals, such as teacher aides, who see themselves as moving toward participation in the program. As indicated in Figure 6.2, the number of scholarship dollars, and the number of minority students with scholarships have been increased markedly by this program. An examination of impact of the program on the PPST scores shows average increases of about 5 points (a range of 0-10 points) for students receiving approximately 10-15 hours of basic skills and ancillary training. As we learn more about what we can do in these brief training sessions, our effectiveness continues to increase.

Let me now return to our first two problems. In collaboration with the Institution Analysis Office of the university and numerous departments across the college, we are

Table 6.2

ASU College of Education 1989-1990 Minority Scholarship Report

| | Overall | Minority Minority | Percent |
|---|---|---|---|
| 1. College of Education (1989-1990) | | | |
| Number of Applicants | 125 | 20 | 16 |
| Number of Awards | 27 | 10 | 37 |
| Percentage | 22 | 50 | — |
| Amount Awarded* | $20,650 | $12,700 | 61 |
| *Four additional awards pending. | | | |
| 2. Paul Douglas Teacher Scholarships (1989-1990) ($2,500 per semester) | | | |
| New Applicants | 28 | 5 | 18 |
| Number of Awards (15 renew/7 new) | 22/19 | 3/2 | 12 |
| Amount Awarded | $102,500 | $12,500 | 12 |
| 3. Arizona Teacher Loan Forgiveness Program (1989) (new $2,500/sem) | | | |
| Number of Applications | 73 | 10 | 14 |
| Finalists | 20 | 10 | 50 |
| Amount Awarded | $55,000 | $30,000 | 55 |
| 4. ASU's Teacher Incentive Program (1989) (New Program, Perkins funds) | | | |
| Number of Applications | 103 | 28 | 28 |
| Number of Awards | 43 | 14 | 35 |
| Amount Awarded | $145,480 | $43,630 | 30 |
| Overall Scholarships and Loan Forgiveness programs: | | | |
| Number of Applications | 318 | 68 | 21 |
| Amount Awarded | $323,630 | $98,830 | 31 |

beginning a careful examination of records of minority students in the College of Education over the last decade. Much to our surprise we have been provided the names of 3,000 minority students who have entered the college during this period. An appallingly small number of these individuals have received initial teaching certification. In the near future, we shall learn where these students came from, when they made their choice to teach, and what the real level and costs of misadvisement are. We hope with these data to do two things: expand and target our outreach to the communities and feeder schools, and improve our recruitment and retention model.

---

## Historically Black Colleges' Linkage With Private and Public K-12 Schools and Community Colleges: A Tripartite for the Recruitment of Minority Teachers

*Samuel H. Bolden, Assistant Dean, Student Services. Ohio University*
*Glen A. Doston, Associate Dean, Ohio University*

Public and private historically black institutions (HBI) were established to meet a need that was not being provided by the white body politic. Adair (1) showed how HBIs fill a major gap in the American social order. Although they were established for clearly defined purposes, HBIs can have a major impact on the recruitment of minority teachers for our nation's public schools.

This major impact should begin by linking HBIs with private and public K-12 schools and community colleges. The term linkage will be used throughout this position paper to connote the development of a coalition (tripartite) between the HBIs, traditionally black public schools (TBPSs) and community colleges to ensure their collective survival in general and to promote minority teacher recruitment in particular.

Our research has shown that more black students are graduating from high schools and more black high school graduates are attending HBIs. With these sudden increments, it is our position that linkage development is one significant approach to begin to address the critical issue of minority teacher shortages.

**Advantages of Linkages with Traditionally Black Public Schools**

Linkages with TBPSs would again enable TBPSs to return to the feeder system they once enjoyed. In addition, linkages would:

1. Provide additional black role models in the public schools since desegregation has almost depleted the ranks of many teachers and administration in TBPSs.
2. Enhance recruitment through systematized, direct contact with black students,

teachers and parents. Therefore, HBIs must "get off their butts" to change past recruitment patterns because predominantly white colleges are going all out to attract the better black high school students by utilizing a variety of innovative recuitment techniques. The HBIs must begin to be more aggressive and revamp their recruitment efforts.

3. Form coalitions to call to the attention of public officials that, even in 1989, less money is still being distributed to poorer schools. It was pointed out by (Sperling, 1985) that many school districts allocate substantially less money to schools in poor and minority neighborhoods. This unfair use of tax dollars obviously is still being carried on in spite of the numerous court decisions prohibiting such use that have been rendered since Brown v. Board of Education.

4. Restate to the black community and the general public that they are vital. As put by Darden and Hargett, 1981, HBIs may no longer be avenues of primary access to higher education but their role in commitment to the educational attainment of their respective group remains unabated.

**Linkages Should Begin in Kindergartens**

A linkage project in the black community for black students should begin at an early age (kindergarten) so youngsters can develop the required skills for success in any field for future careers. A study, highlighted by Education Daily, 1984, showed that preschool education helps disadvantaged youngsters by improving their performance in school work and their general social adjustment, according to the latest update on a 22-year study of early schooling. A cadre of black faculty (i.e., from early childhood/elementary education departments) from HBIs can spearhead such a program.

**Establishing Links with Community Colleges**

Since 1978, black institutions have experienced declines in enrollment (until 1989) while community colleges have seen substantial increases. In a study on two-year schools, black enrollment totaled about 50 percent in these institutions (Equal Opportunity Education, 1979). It would appear that HBIs would gain a decided advantage by establishing a cooperative arrangement with community colleges in order to insure their continued growth.

Data show, for example, that few black students transfer to four-year institutions after graduation (Astin, 1982). HBIs then, should capitalize by linking here to provide faculty expertise that will strengthen the skills of two-year students so they can matriculate at their college or some other HBI. Black colleges have a great deal of experience in working with problems of remediation and therefore could help community colleges resolve the academic deficiencies of their marginal students. Black colleges would have access to a potential pool of new students.

After linkages have been established with two-year institutions, HBIs should develop Junior College Course Evaluation Guides, such as those that have been developed by Ohio University, (1983-84). These guides should clearly outline to a student who successfully completes coursework or a program at a particular two-year college and wishes to apply these credits toward the completion of a program at a specified four-year institution (i.e. a black college).

According to a survey by the American Association of Community and Junior Colleges and the Association of Community College Trustees, 90 percent of two-year colleges work with high schools (Chronicle of Higher Education, 1984). Surely 90 percent of HBIs can work with two-year colleges in a like manner.

**Who Should Be Involved in the Linkage Process**

Who should be involved in the linkage process and what should their roles be? The present authors suggest (though not inclusive) the following:

1. HBI faculties and administrators should be at the forefront because "quality in higher education cannot exist in isolation" (Stanfield, 1981). They must begin to involve others (i.e., the public schools). Then they can begin to assist in effecting, where appropriate, the curricula changes which will ultimately lead to educational success in the public school and the HBI forming the link.

   HBI faculty and administrators and black public school teachers can jointly develop strategies to train future teachers so that black teachers will not become extinct through state teacher competency tests which are screening out minority teachers at an alarming rate. It was reported by the American Association of Teacher Educator's (AACTE) Multicultural Task Force that minorities holding teacher positions in the nation could fall from 1980's 12.5 percent to 5 percent or less within a decade.

   Astonishingly, the AACTE report points out that in Texas in 1983, only 12 out of 126 black candidates passed its Pre-Professional Skills Test. At this rate, projections of future Texas teacher education graduates indicate that black teachers will constitute less than 1 percent. Is this indicative of what is to come for all HBIs? Since teacher education is a mainstay of HBIs, linkages with TBPS and community colleges should bring together the best minds in the "Black Education System" to deal with this problem.
2. Students from HBIs can also be significant participants in any linkage problem. Those with predetermined academic strengths in a particular discipline can serve as tutors to help upgrade TBPS's students' skills. These students will form sub-links with younger students which will have a positive impact on the overall linkage concept.
3. Black alumni from HBIs must stop floundering around and become actively involved in the support of their institutions. Support must begin with contributions of money then support with commitments of their time and energy in their areas of expertise. Black alumni can have a significant impact in developing alliances with business and industry to provide graduates in areas of need. These alliances could provide funds to supplement federal and state assistance.
4. Black Greek organizations need to do more than is currently being done to help HBIs. They can be the catalyst to help raise funds to carry out specific linkage programs. An initial effort to secure grant funds for linkages would be invaluable to HBIs. They can also help the development offices at HBIs to devise a variety of innovative campaigns to raise funds to effect linkages. In addition, the approxi-

mately 3,000 separate black fraternity and sorority chapters across the country can donate directly to the linkage program of HBIs on a systematic basis. They can afford it! As a longtime member of a black fraternity and a member of Panhellenic Councils in four major U.S. cities, the author has learned that the average annual budget for individual alumni chapters of fraternities and sororities is between $15,000 to $20,000. Assuming that $20,000 is average (and a conservative amount) 3,000 x $20,000 = $60,000,000. The $60 million is primarily for social activities and significant portions should be directed towards HBIs and their linkage efforts. An organized contribution plan can be developed to at least match (or surpass) the $30 million that were raised by the 1989 UNCF National Telethon.

5. Black faculty from TWIs who are alumni of HBIs could also be a part of the linkage network by developing cooperative arrangements with HBIs to invest time as adjuncts, guest lecturers, workshop leaders, etc. The most able could be linked with colleagues from HBIs to implement specific activities in a linkage project.

6. Black organizations and select black parents from around the country should form a National Executive Committee of no more than 30 persons to fight on all fronts for the linkage concept. A sub-committee could have as its primary responsibility, the national linkage program and be so organized to provide coordination of all activities. Blacks have never united nationally on a single issue (save, perhaps the March on Washington) and now is the time to put aside all political, ideological, religious, economic, or even petty differences to coalesce behind one cause, the survival of black colleges and universities.

**Support Services from Area White Institutions**

Traditionally White Institutions (TWIs) that are located in the same geographical area as HBIs can provide needed support on either a long-term or short-term basis. This support might include the teaching of areas on a workshop or seminar basis that might not be available at the HBIs or a given area community college.

An advisory team of both black and white colleagues can be invaluable to the linkage plan by providing needed expertise or consultants. In the long run, all institutions will reap benefits from increasing the pool of black teachers for our nation's schools.

**The Importance of Scholarships**

Historically, the schoolhouse has been a battleground where all of America's economically deprived, i.e. European immigrants, lower class whites and blacks, fought for political, social, economic and intellectual gains. During the early years when higher education became available to blacks, college made a great impact on black youth. College graduates were advised to return home and "uplift" their "race." College also helped debunk the belief of the white man's characterization of blacks as inferior at least within the group. The occupations most often chosen by black graduates were teaching and the ministry (Berry and Blassingame, 1982).

Today, the black participation in the profession that is perhaps most responsible for the political, economic and social "gains" thus far in American society is in serious jeopardy.

In the 60s, over one-third of black college students went into teaching, however, these levels had declined by more than half even before the advent of "competency testing." (Garibaldi, 1987) points out that until 1976 education was the most popular career choice of black students. From 1976 to 1984, there has been a decline of 20 percent in black enrollment in college nationally, while there was a 26 percent increase in black high school graduates.

While money alone will not be sufficient to ensure that black students have the opportunity to participate in teacher training programs, new scholarship and revamped financial aid programs are vital. The current mixed bag of loans, grants and partial scholarships are not sufficient alone. Research has consistently shown that entering college students who were most likely to drop out were those who came from relatively low socio-economic backgrounds and that higher social-economic class students are likely to persist until graduation (Astin, 1964, 1970). (Horne, 1988) believes that economic forces prevents many economically disadvantaged students from pursuing higher education. She states:

> There is also a perceived decline in the availabilty of financial aid. If a student belongs to a minority group, the chances are that he or she will get a loan rather than a grant. That means that the student will come out of college with a disproportionately higher debt burden and disportionately lower paying job offers.

(Nettles, 1988) writes: "As scholarships money and grants dwindle, obtaining a loan is increasingly the way students finance education." According to Nettles, a decade ago student loans composed just 17 percent of all aid, and the remaining 83 percent was made up of grants and scholarships. Today, the ratio is 50:50 due to a decline in federal financing during the 80s.

"A mind is a terrible thing to waste." We hear this truth year after year, yet financial aid policies at the federal and state levels are in need of urgent change. Forgivable loan programs need to be expanded with more appropriations. Predominantly white institutions with teacher education programs need to offer more and better quality scholarships along with increased recruitment and retention efforts. The bottom line is we must put up the money if we are to be successful at training a multicultural teaching force.

**A Practical Recruitment Team**

Decisive intervention will be necessary if blacks are to be fully integrated into the teaching profession. The recruiting strategy is important, however, the recruitment team composition is extremely vital. More often than not, lackluster and reluctant efforts are made to recruit black students. Among the attitudes and skills necessary to be successful in recruiting black students are: genuiness, respect, listening and attending. A successful recruitment team should have training in the basic communication skills.

For predominantly white institutions, the team should ideally be multicultural. All too often the team is all minority. Student will often question the make-up of recruitment teams in terms of a genuine commitment from the institution when they are only minority. In some cases, it is very difficult to recruit white staff and faculty to assist in minority recruitment efforts. Understanding cultural backgrounds from America's multicultural milieu is also important in recruitment of minority students. Often many team members cannot relate to

cultural diversity.

Finally, the recruitment team needs to be armed with the institution's commitment in scholarships and other financial resources. We often do a lot of talking with no concrete resources to back us, money talks.

**Summary**

The linkage approach is not new but it will require a collective commitment to come to fruition. The development of the linkage concept will also require that HBI's leadership must plan for its own survival. And, as put by George Keller, 1983, college presidents who do not look ahead, who do not plan, become prisoners of external forces and surprises, most of them unpleasant. Black college presidents have seen enough of the negative surprises and now they must plan to determine their own destiny. The linkage approach is just one idea.

HBIs cannot afford to wait any longer to initiate linkages with TBPS, community colleges or even with majority white public schools. Linkages with TBPSs will provide further evidence that both the TBPSs and the HBIs must not be subjected to further closings. Even if renewed attempts are made to dismantle them, the linkage approach should create a power base to thwart any such efforts.

The HBIs do not have to look afar for schools with which to develop such linkages. They only have to go to their "own backyards." Furthermore, research has shown that over 85 percent of students in America attend college within 200 miles of their homes.

**References**


Adair, A. V. (1984). Desegregation the illusion of black progress. Lanham, MD: University Press.

Astin, A.W. (1982). Minorities in American higher education. San Francisco: Jossey-Bass.

Astin, H.S. (1975). Revolving college doors: the causes and consequences of dropping out, stopping out and transferring. New York: Wiley-Interscience, pp. 17-18.

Berry, M.F., & Blassingame, Jr. (1982). Long memory: the black experience in America. New York: Oxford University Press, pp. 261-294.

90 pct. of 2-year colleges work with high schools. (1984, November 28). Chronicle of Higher Education.

Darden, J. T., & Hargett, S. (1981, May-December). Historically black colleges and the dilemma of desegregation. Integrated Education, p. 48.

State competency tests depleting number of minority teachers. (1984, December 10). Education Daily.

Two-year schools fail to meet minority needs. (1979, October 8). Equal Opportunity in Higher Education. Washington, D.C.: Capitol Publications, pp. 3,4.

Garibaldi, A. (1987, August). Quality and diversity in schools: The case for an expanded pool of minority teachers. Paper presented at Wingspread Conference, Wisconsin.

Hexter, H. (1984, September 17). Preschool education has positive educational, social impact. Education Daily.
Home, E.V. (1988). Focus: Minority students in higher education. ETS, pp. 4-5.
Keller, G. (1983). Academic strategy, the management revolution in American higher education. Baltimore, MD: The Johns Hopkins University Press.
Nettles, M. (1988). Focus: minority students in higher education. ETS, pp. 4-5.
Ohio University. (1983-84). Course evaluation guide for students transferring from Hocking Technical College to Ohio University.
Sperling, D. (1985, January 29). At risk students are losing out. USA Today.
Stanfield, R. L. (1981, Spring). Teamwork for high schools and colleges. Educational Record, p. 45.

# Access and Excellence: An Overview of the Research on Effective Strategies for Recruitment and Retention of Black Students to Teacher Education Programs

***Hold fast to dreams***
***For if dreams die***
***Life is a broken-winged bird***
***That cannot fly.***
Langston Hughes, (1969, p. 44)

*Michele Burnhard Thomas, Acting Head, Department of Psychology, Tennessee State University*

These words by a noted black poet have motivated generations of blacks to follow their dreams and pursue careers in the professions. But what is happening to the "Dream" in America today? Have the hopes and faith of previous generations been fulfilled in the United States as the country moves into the decade of the 1990s?

Rather than more black students completing college now, recent studies show that fewer blacks are graduating from college (Waters, 1989). In particular, the number of black students graduating with teacher education degrees declined from 14,209 in 1976 to 6,792 in 1983 (Tewel & Trubowitz, 1987) and to 5,456 in 1985 (Waters, 1989). These statistics are especially distressing because they indicate a trend of decreasing academic and professional role models for future generations.

The direction is downward, a deteriorating situation, which is a negative social barometer. As the nation moves toward leadership in the global community of which Martin Luther King, Jr. spoke, there are more rather than fewer professional positions. A danger exists that most black youth may become part of a "Forgotten Half" who are blocked from full participation in our society due to lack of educational achievement.

The key question is: How can this direction be altered to move toward increasing numbers of black teachers and professionals? This paper is designed to provide an overview of strategies that have been found to work as presented in the research literature. It is

not meant to be an exhaustive review, but rather a selective one that highlights programs and ideas that merit the attention of decisionmakers in the educational arena. These programs encompass both access to educational opportunities and an emphasis on excellence.]

**Effective Programs in Retaining Blacks in Other Professional Fields**

In reviewing exemplary minority recruitment/retention programs, it is helpful to take a broad view and examine some programs designed to emphasize access and excellence in other professional fields such as medicine and engineering where test scores are required for admission, continuation and professional licensure. In these cases, the obstacles appear even greater than those created by the NTE, because of the requirement of success in stringent mathematics and science courses.

The University of California Berkeley Professional Development Program focuses on the strengths of black undergraduates, particularly in science and mathematics. For example, one of its recruiting posters reads "Help Us Help the Next Black Nobel Laureate" (Fullilove et al., 1988, p. 11). The heart of the program consists of honors workshops open only to students who commit themselves to do their best in all of their work. Informal work groups are set up in which peers assist each other with difficult problems. Outstanding black students who had learned to succeed in high school by being "loners," found that they could now excel through informal social peer networks both inside and outside of the workshops. The idea of a cohort of black students who are proud to participate in a program of excellence and who help other peers emerges as a key theme of successful recruitment and retention programs that raise the self esteem and increase the coping skills of black students.

For example, the Medical Scholars Program of the University of California at San Francisco School of Medicine emphasizes excellence and is open to everyone, although it is designed for minorities (Fullilove et al., 1988). Rather than being remedial, that is, focused on minimum adequacy, it challenges participants to be the "best," because the field of medicine requires it. The program consists of workshops led by students with many group problem-solving activities. The sets of problems include basic information, application of knowledge to abstract situations and a focus on the relationship between clinical practice and the academic material.

Griffith (in press) in conducting a review of the literature for her doctoral dissertation on the retention of minority students in engineering found that in addition to financial aid, groups led by black professional role models in the community on an on-going basis in which black students could express their feelings and talk about strategies for dealing with situations were very effective. In particular, a special language that simulates rapping has led to effective retention of minority students in engineering when they learn to express their feelings in writing using the language in specifically designed classes. Developed by a white faculty member at a historically black engineering school, the language is gaining popularity as more classes are beginning to be taught in predominantly white engineering schools. The key theme of successful minority retention in engineering was a way of expressing feelings and learning survival strategies in a group, especially from black professional role models. Griffith's dissertation at Tennessee State University, which is a study of

minority students at the four state engineering schools in Tennessee, should shed light on additional effective strategies.

**Effective Teacher Education Recruitment and Retention Programs**

The above programs have been effective in attracting and retaining black students to other professions, but there are unique characteristics of teacher education programs. It is important to review effective teacher recruitment and retention programs, in general, to determine what practices are helpful to all students, including minority students (see Schwartz, 1984).

Teacher education reform is affecting the recruitment and retention of teachers from all sectors of society (Fox, 1986; McCurdy, 1987). Grohe (1986-87) found that pre-admission screening interviews were the best predictors of future success in teaching 14 years later. First year induction programs have been found to alter the behavior of beginning teachers (Ashburn, 1986-87; McEvoy & Morehead, 1986-87). One way to recruit more qualified applicants is for teachers to talk more positively about their careers (St. Croix Valley Association of Teacher Educators, 1984). Auburn University at Montgomery teaches an education course to high school students for five quarter hours of college credit and developed a supervision course to offer a reduced rate to supervisors of practicum and internship students (Wilson & Gordon, 1986-87). In addition, university personnel interfaced with their counterparts at community colleges. The future of teacher education will be determined by the degree to which society perceives teaching to be an autonomous profession (Howsam, 1981). NCATE is particularly concerned about standards for urban education and proposed a system of Special Recognition for teacher training institutions that prepare teachers for urban, inner-city schools.

**Effective Teacher Education Recruitment and Retention Programs for Blacks**

Strategies specifically designed for effectively recruiting and retaining black students in teacher education programs are summarized in the literature (Troyer, 1987; Stewart, 1988). They can be categorized according to the systems and sub-systems affected.

**School Systems**

Linkages can be established with local school districts, the schools within them and teacher education institutions. New Orleans established such a cooperative program called Educators 2000 in 1986 in conjunction with the Urban League (Leonard et al., 1988). The earlier that such programs intervene in the lives of students, the greater the impact (Habersham, 1989). Elementary, middle school, junior high school and high school are appropriate times to begin clubs for future teachers as part of such a cooperative endeavor (Kortokrax-Clark, 1986-87; Marcznski & Joseph, 1989). Thomas and Tyler (1984) encourage historically black colleges to identify potential teachers no later than the ninth grade to encourage them to take the college preparatory courses they will need, such as Geometry and Algebra II, and to intensify tutoring in reading.

The Shorewood (Wisconsin) School District developed a "grow your own" minority teacher program by offering a $12,000 stipend per year to one of their own graduates, in order to pursue a four-year teacher education program (Grohe, 1989). In addition, a men-

tor teacher works with the student throughout the teacher education program.

Minority student undergraduates tutored high school students in the TEAMS Project, which links the public school of Amherst, Mass., with the School of Education and the Division of Continuing Education of the University of Massachusetts (Fischetti et al., 1988-89). Tutors gained increased multicultural understanding and learned more about teaching and the schools. As a result, undergraduates who had not planned to teach were giving it serious consideration. Another similar project at Alabama State University led to increased test scores in basic skills for both the tutors and the children tutored in grades K-3 (Williams, 1984). In addition, paid internships are offered by some districts (Gifford, 1985).

**Teacher Education Institutions**

One innovative program is the two-week Urban Summer Teacher Education Program at the University of Dayton. High school students live on the campus for two weeks in the summer and receive an orientation toward campus life (Matczsksi & Joseph, 1989). Daily classses were held in study skills, computer use, test-taking approaches, reading mathematics, library use, creative writing, orientation to teaching and other subjects.

Teacher education programs will need to recruit older adults who may be pre-professional teacher aides in schools (Haberman, 1988-89). Courses will need to be adapted to the requirements of adult learners.

In particular, test scores as criteria for entry and for exit are major concerns for teacher training institutions. In fact, in some states if a certain percentage of teacher education students do not pass the exit examination, state approval of the teacher education program is rescinded. Therefore, many teacher training programs have changed their curricula to help students pass the test. For example, Salinger (1986) developed a battery of tests to be used in evaluating pre-screening students to determine if they were ready to take the PPST. With an accuracy rate of about 95 percent, he predicted individual outcomes on the exam and used this information to advise students and refer them to refresher workshops when appropriate.

Wynne (1984) is concerned that competency testing for prospective teachers will greatly reduce the number of black teachers at the very time that the number and proportion of black students is increasing. The use of the PPST to screen applicants for entry is being challenged in Buffalo (Morehead & Lyman, 1988). Smith et al., (1988) describes the extensive testing program, which affects teachers in Florida. Coopin State College, the University of Arkansas-Pine Bluff and Grambling have revamped their teacher training programs to include assessment, remediation, tutoring and test-taking skills (Tewel et al., 1987). Strategies used by other historically black colleges to improve test-taking skills include workshops, instruction, faculty development, requirement of the NTE and using tests designed in the NTE format (Anderson, 1989). A consortium of Vanderbilt, Harvard and Columbia Universities has been formed to assist six predominantly black teacher training colleges to strengthen their programs (Staff, 1988).

**Community Colleges**

Articulation agreements with community colleges have been effective ways of recruiting new minority teacher education students (Johnson, 1986; Haberman, 1989). For

example, Kent State University developed an agreement with Cuyahoga Community College that was beneficial to both institutions (Anglin, 1989).

**Financial Aid**

More financial aid, especially scholarships and loan forgiveness, are needed to support low-income minority students (Spellman, 1988; Haberman, 1989; Waters, 1989). Recently the federal government has cut off funds to students whose colleges have high default rates, which affects historically black colleges (DeMartinez, 1988). The NETA supports loan programs and grants to increase access for minorities and women into the teaching profession (Wechsler, 1990).

**Financial Support**

Teacher education programs also need financial support to inititate changes in their curricula. Federal grant monies for innovative programs are warranted.

**Middleton's Research**

The most extensive research on the recruitment and retention of minority students in teacher education has been conducted by Middleton and Mason (1988) and Middleton et al., (1988). Middleton has hosted four conferences on the topic sponsored by the University of Kentucky and developed a checklist of program activities according to functions in a systems approach.

**The Analogy of the Athletic Program**

Perhaps the most cogent image in the literature is that of modeling minority recruitment and retention programs after athletic programs that recruit black athletes (Haberman, 1989). The same level of support services, financial aid, employment, health care and advisement should be provided to potential teachers as is presently being given to athletes. Our future children deserve no less.

**A Systems Model for the Process**

A systems model is proposed for minority teacher education, recruitment and retention (see figure 6.1). The model is embedded in culture and constantly changing as one aspect of the process influences another in a simultaneous, circular manner. The first step in the program is to form an Advisory Committee composed of decision-makers and important constituencies. For example, membership should include black administrators, career teachers and guidance counselors from the school system; members of the Board of Education; black personnel from the State Department of Education; alumni; junior college liasons; black ministers; black news media personnel; black teacher education students; teacher education faculty; faculty members in psychology; a representative from the local NAACP; faculty from other colleges of the University; successful businessmen from the black community; a representative from the Mayor's office; representatives of the university administration; black legislators; retired faculty; and other members tailored to the unique needs of the particular teacher education program. For example, a teacher training institution near a military base might request the military officer in charge to designate a representative. Thought should be given to a state-wide Advisory Committee with sub-commit-

tees in local areas of the state that can meet more often, similar to the board of trustees of a company that may have sub-committees that meet throughout the year. The size of the Advisory Committee helps to increase the fiscal resources for the program. Its implementation is crucial as the first step in the planning process. Opening the program to the community at its inception maximizes the probabilities of success.

The Director of the Minority Teacher Education Office of Recruitment and Retention would chair the Advisory Committee and provide leadership in brainstorming ideas for the program, conducting a needs assessment of the current teacher education program and requesting computer searches of effective strategies. Goals should be listed for the program. One of the most difficult aspects of the process is placing the goals in order of priority and choosing which goals to implement first. A program that clearly targets certain identifiable groups is usually more successful than one which is vague in this regard.

The Director and staff with input from the Advisory Committee can then design activities and services the program will provide. This leads to the development of a budget to cover the physical facility, equipment and personnel to do the job. Once the budget is completed, fiscal support can be sought from the administration and the Advisory Committee.

When funds are in place, the services can be advertised by word of mouth, brochures and direct mailings to target groups both within and outside the institution. The activities can be implemented and the delivery of services can be initiated. The content of these activities and services can be drawn from the ideas listed in the previous and future sections of this paper and from the Advisory Committee. While they are occurring, evaluations should take place. Based on the feedback, changes can be made in the program. The results can be publicized, which helps to attract additional minority students to the program. At any point, feedback can influence changes in the total system. By implementing the program in this way and involving the Advisory Committee in every facet of the program, the program can continue to exist and prosper even if there is a change in personnel, for example, if the Director leaves.

**Psychological Variables Necessary for a Successful Program**

The psychological energy needed for a black student to adjust is dependent upon the number of cross-cultural boundaries that the student must surmount (Howley, 1988). The following variables help to reduce, psychological stress on black teacher education students.

**Personal Contact**

Over and over again students will say that it was a face-to-face conference or a personal phone call that made the difference in their staying in the program. The oral tradition of Africa in which wisdom is passed on through stories is important to remember in structuring a successful program. Meeting with students when they want to meet and answering phone calls are keys. Accessibility should never be underrated nor forgotten. In particular, having minority staff to whom students can go for advisement and informal personal counseling and support is the heart of a successful program (Case et al., 1988).

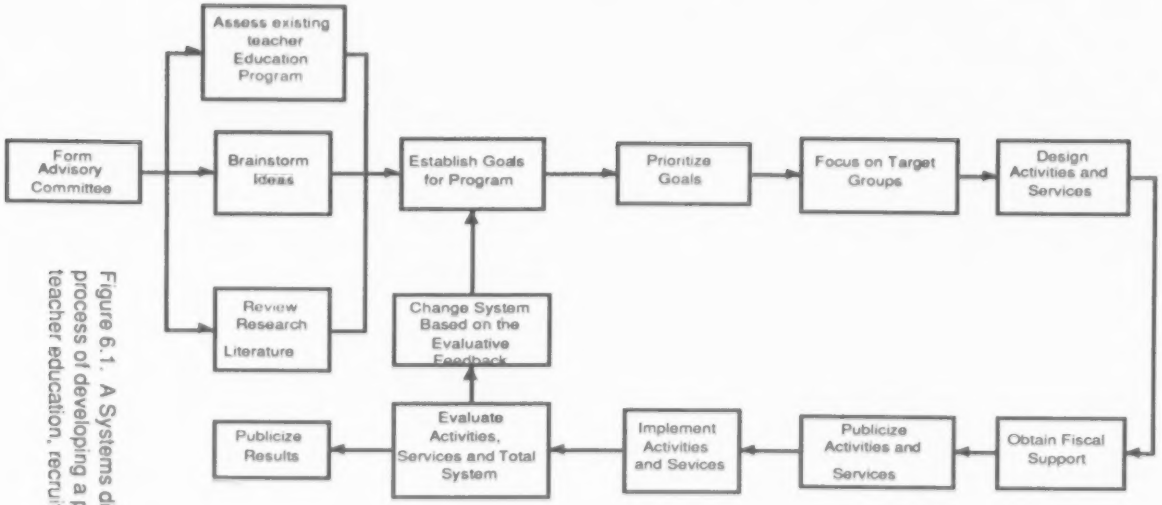



Figure 6.1. A Systems diagram of the process of developing a program for minority teacher education, recruitment, and retention.



BEST COPY AVAILABLE

**Peer Cohort**

Holding a workshop that is student-led and meets on a regular basis leads to effective outcomes. The support and cohesiveness of a peer cohort tends to increase self-esteem and frustration tolerance. Group activities in which students solve problems together and present material to each other are especially helpful. The peer group should focus on excellence rather than adequacy.

**Expression of Feelings**

In order to adjust to the pressures of professional training, an effective program should have alternative ways in which students are encouraged to express feelings. This may be part of a group workshop or a member of the Advisory Committee may volunteer to lead informal support group. Efforts to write down thoughts and feelings in diaries close to when they occur are recommended. The use of language simulating rapping is another viable alternative. Of course, one-on-one personal contact where students can talk out their feelings in a counseling relationship is preferred. Staff or peer counselors can play this role of listening to feelings and encouraging their expression.

**Learning Styles**

Teacher education faculty should experiment with holistic techniques in which students experience the product before being introduced to abstract lectures on it (Anderson, 1988). For example, students in a research class might participate in a simulation of being journal reviewers deciding on whether or not to accept certain manuscripts for publication. Afterwards, an abstract lecture on the material can be presented.

**Efficacy**

Such a simulation also leads to a sense of efficacy of being in charge and making a difference. Students who are empowered by classroom simulations tend to be less anxious and to take greater responsibilty for their own future learning. Faculty members become managers of learning environments, promoting independence in minority students to continue to learn how to learn.

**Family Atmosphere**

Not only can parents be involved in program activities, but also staff and students of the program become an informal emotional family. They support each other's self-esteem. In times of stress they are there for each other, even including emergency loan money.

**Understanding of Alcohol and Drug Abuse**

Since parental expectations for lack of use and clear career choices are linked to reduced use or non-use of drugs and alcohol, there should be expectations for program participants. They should also learn the signs to look for in future students who might be abusing. They should learn how to build a healthy lifestyle based on personal values, interests and service to others.

**Sense of Purpose**

The final psychological variable to be considered and the most important is motivat-

ing a sense of purpose in each black student. Engaging them by sharing the dismal statistics related to minority teacher education despite the projected increased proportions of minority students in elementary and secondary schools is one way to challenge them to make a difference with their lives. Who will educate the next generation of black Americans? Who will overcome?

Black literature, such as the work of Martin Luther King, Jr., can be used to motivate black teacher education students. The image of "the dream" flows from the souls of Afro-Americans and is interwoven throughout their literature. One of the most famous examples is the speech in which Dr. Martin Luther King, Jr. stated:

> I say to you today, my friends, that in spite of the difficulties and the frustrations of the moment, I still have a dream . . . With this faith we will be able to hew out of the mountain of depression a stone of hope. (King, Jr. 1972, p. 872)

Personalizing this dream is the life work of each human being. What unique meaning does life have for the particular individual? How will this person make a difference? Such philosophical questions underlie motivational interventions with black teacher education students (Thomas & Dansby, 1985; Thomas, 1986).

Thomas, Moore & Sams (1980) created "Dream Exercises" to motivate people to set goals and to take risks. The "Dream Exercises" emphasize self-supportive statements that have been found to significantly increase mood and overcome learned helplessness (Seligman, 1980; Seligman et al., 1988).

Finally, any minority teacher education recruitment and retention program worth its salt must emphasize excellence and "being the best" one can be. One poem that epitomizes the quest for excellence found within black culture is the following poem by Dr. Benjamin E. Mays (1969), one of King's mentors at Morehouse College.

> It must be borne in mind that
> the tragedy in life doesn't
> lie in not reaching a goal.
> The tragedy lies in having no
> goal to reach.
>
> It isn't a calamity to die
> with dreams unfulfilled,
> but it is a calamity not to dream.
>
> It is not a disaster to be
> unable to capture your ideal
> but it is a disaster to have
> no ideal to capture.

It is not a disgrace not to
reach the stars
but it is disgrace to have
no stars to reach for.

Not failure but low aim "Is Sin." (p. 120)

**References**


Anderson, J.A. (1988, January-February). Cognitive styles and muticultural populations. Journal of Teacher Education, pp. 2-9.

Anderson, O.S. (1989). New directions in preservice teacher education programs in historically black colleges and universities: The challenge of the 1990s. Action in Teacher Education, 11(2), 51-58.

Anglin, L.W. (1989). Preparing minority teachers for the 21st century: A university/ community college model. Action in Teacher Education, 11(2), pp. 47-50.

Ashburn, E.A. (1986-87, Winter). Current developments in teacher induction programs. Action in Teacher Education, pp. 41-44.

Case, C.W., Shive, R.J., Ingebretson, K., & Spiegel, V.M. (1988, July-August). Minority teacher education: Recruitment and retention methods. Journal of Teacher Education, pp. 54-57.

Davis, M. (Ed.) (1984). Prospective black teachers and the closing door: Strategies for entry: The Alabama Center for Higher Education. ERIC Document No.: ED255476.

DeMartinez, B.B. (1988, January-February). Political and reform agendas' impact on the supply of black teachers. Journal of Teacher Education, pp. 10-13.

Fischetti, J., Maloy, R., & Heffley, J. (1988-89, Winter). Undergraduates tutoring in secondary schools: Collaborative opportunities for teacher education. Action in Teacher Education, 20(4), pp. 9-14.

Fox, J.A. (1986, October). Teacher certification requirements in the states: What they are versus what they should be. ERIC Document No. ED276688.

Fullilove, M., Fullilove, R.E., III, Terris, M., & Lacayo, N. (1988, Fall). Is Black Achievement an Oxymoron? The NEA Higher Education Journal, pp. 5-20.

Gifford, B.R. (1985). A modest proposal: Increasing the supply of minority teachers. ERIC Document No. ED260027.

Griffith, G. (in press). A comparative analysis of the anxiety levels of black engineering students attending four universities in Tennessee with regard to levels of psychological support. Unpublished doctoral dissertation. Nashville, TN: Tennessee State University.

Grohe, B. (1989, February). Today's top minority students will teach for us tomorrow. Executive Educator, p. 21.

Haberman, M. (1988, July-August). Proposals for recruiting minority teachers: Promising practices and attractive detours. The Journal of Teacher Education, pp. 38-44.

Haberman, M. (1989, June). More minority teachers. Phi Delta Kappan, pp. 771-776.

Hawley, W.D. (1988, Spring). The most significant problem in American education. The

Peabody Reflector, pp. 2-3.
Howsam, R.B. (1982). The future of teacher education. Journal of Teacher Education, 33(4), pp. 2-7.
Hughes, L. (1969). Don't you turn back. New York: Alfred A. Knopf.
Johnson, S.O. (1986). Black teachers: Finding them, getting them, keeping them. ERIC Document No. ED276689.
King, M.L., Jr. (1972). I have a dream. In R. Barksdale & Kinnamon (Eds.), Black writers of America (pp. 871-873). New York: Academic Press.
Korktokrax-Clark, D. (1987). The minority teacher shortage: An overview and a solution. Action in Teacher Education, 8(4), pp. 7-13.
Leonard, P. Y., Kapel, D., & Williams, E. (1988, September). Teaching in the year 2000: Minority recruiting push to span the gap. The School Administrator, pp. 33-40.
Matcznski, T.J. & Joseph, E.A. (1989). Minority teacher shortage: A proposal to counter the lack of activity. Action in Teacher Education, 11(2), 42-46.
Mays, B.E. (1969). Disturbed about man. Richmond, VA: John Knox Press.
McCurdy, J. (1987, May 27). Teacher-education reforms move ahead, but movement faces skeptics and problems. The Chronicle of Higher Education, p. 23.
McEvoy, B., & Morehead, M.A. (1986-87, Winter). Action in Teacher Education, pp. 45-49.
Middleton, E.J., & Mason, E.J. (Eds.) Recruitment and retention of minority students in teacher education: Proceedings of the national invitational conference. ERIC Document No. ED301535.
Middleton, E.J., Mason, E.J., Stilwell, W.E., & Barker, W.C. (1988, January-February)., Model for recruitment and retention of minority students in teacher preparation programs. Journal of Teacher Education, pp. 14-17.
Morehead, M.A., & Lyman, L. (1988). Teacher selection: The misuse of tests an other criteria abound. Contemporary Education, 59(3), pp. 159-161.
National Commission on Excellence in Teacher Education (September, 1984). Testimony presented at an open hearing of the National Commission on excellence in teacher education. ERIC Document No. ED250290.
Pratt, D. (1986-1987, Winter). Predicting career success in teaching. Action in Teacher Education, pp. 25-33.
Salinger, T. S. (1986). Responding to the preprofessional skills test. ERIC Document No. ED268113.
Schwartz, H. (1984, October). Recruitment, selcletion, retention and graduation of teacher education cadidates. ERIC Document No. ED250380.
Seligman, M.E.P. (1975). Helplessness: On depression, development, and death. San Francisco: W.H. Freeman.
Seligman, M.E.P., Castellon, C., Cacciola, J., Schulman, P., Luborsky, L., Ollove, M., & Lowning, R. (1988). Explanatory style change during cognitive therapy for unipolar depression. Journal of Abnormal Psychology, 97(2), pp. 13-18.
Smith, G.P., Miller, M.C., & Joy, J. (1988, July-August). A case study of the impact of performance-based testing on the supply of minority teachers. Journal of Teacher Education, pp. 45-53.
Spellman, S.O. (1988, July-August). Recruitment of minority teachers: Issues, problems, facts, possible solutions. Journal of Teacher Education, pp. 58-63.

Staff (1988, Spring). Project focuses on shortage of minority teachers. The Peabody Reflection, p. 4.

Stewart, D.K. (1988, January-February). Materials on recruitment and retention of minority teachers and teacher education students in the ERIC database. Journal of Teacher Education, pp. 24-26.

Tewel, K.J., & Trubowitz, S. (1987). The minority group teacher: An endangered species. Urban Education, 22(3), pp. 355-365.

Thomas, C., & Tyler, K.P. (1984). Early identification and preparation for successful entry into teacher education programs. In M. Davis (Ed.), Prospective black teachers and the closing door: Strategies for entry: Alabama Center for Higher Education. ERIC Document No. ED255476.

Thomas, M. (1986). The use of expectancy theory and the theory of learned helplessness in building upon strengths of ethnic minorities: The black experience in the United States. International Journal for the Advancement of Counseling, 9, pp. 371-379.

Thomas, M.B. (in press). An introduction to marital and family therapy: Counseling toward healthier family systems over the life span. Columbus, OH: Merrill Publishing Co.

Thomas, M.B., & Dansby, P.G. (1985). Black clients: Family structures, therapeutic issues, and strengths. Psychotherapy, 22, pp. 398-407.

Thomas, M.B., Moore, H.B., & Sams, C. (1980, September). Counselor renewal workshop in sex equality. Counselor Education and Supervision, pp. 56-61.

Tillman, J. (1989). Preparing effective classroom teachers for urban schools: A quintessential role for NCATE. Action in Teacher Education, 11(2), pp. 39-40.

Troyer, M.B. (1987). Selected annotated bibliography. Action in Teacher Education, 8(4), pp. 35-38.

Waters, M.M. (1989). An agenda for educating black teachers. The Educational Forum, 53(3), pp. 267-279.

Wechsler, H. (Ed.) (1990). The NEA 1990 almanac of higher education. Washington, DC: NEA.

Wilford, J.L., & Gordon, B.G. (1986-87, Winter). New challenges for teacher preparation institutions: Recruitment and retention. Action in Teacher Education, pp. 19-24.

Williams, M.M. (1984). Tutoring children in kindergarten through grade 3: A model for improving teacher education majors' basic skills. In M. Davis (Ed.), Prospective black teachers and the closing door: Strategies for entry: Alabama Center for Higher Education. ERIC Document No: ED255476.

# A Consortium Approach to Minority Recruitment
# The Ohio Minority Recruitment Consortium

*Peter Loehr, Chair, Minority Ohio Recruitment Consortium and Director, Lorain City Schools, Lorain, Ohio*

I am speaking today as the Chair of the Ohio Minority Recruitment Consortium, consisting of 20 school districts with a total student enrollment of 250,000 and consisting of four universities (Ohio State, Miami, Cleveland and Cincinnati).

The consortium has been in existence for six years, receiving some funding from the Ohio Department of Education and some from the regional Federal Desegregation office, located in Ann Arbor, Michigan. Let me emphasize: We are a singular-interest, singular topic group. Our only focus is on minority recruitment and retention of teachers. We are a standing committee of the Ohio Association of School Personnel Administrators, which is an affiliate of the American Association of School Personnel Administrators. Our treasurer is the treasurer of the Ohio Association of School Personnel Administrators.

My purpose in speaking with you is to inform you of one consortium model of public school administrators and university faculty - with fall and spring annual conferences - focusing singularly on minority recruitment. There are a number of school recruiters committed to minority recruitment. In unity there is strength for increasing public awareness and actions to increase the minority ratio of teachers. I am not suggesting that you should transplant our model to your state, but I am suggesting that collaborative, consortium activities do work, do get results, and do get respect.

Each state has a chapter of the American Association of School Personnel Administrators. Each state also has a chapter of the Association for School and University Staffing. There are also curriculum and instruction organizations and university organizations. Working separately, in concert with other existing organizations or as an ad hoc group, I am suggesting that a consortium or collaborative approach might work for your state, as it is working in Ohio.

**Activities/Achievements of the Ohio Minority Recruitment Consortium**

During the past six years the Ohio Minority Recruitment Consortium has had the following achievements or activities:

* We became recognized and respected by our professional organizations (OASPA and OASCUS), as well as the Ohio Department of Education.
* We wrote a Position Paper articulating the need for minority teachers, distributed 5,000 copies, and have spoken at three national conventions.
* We serve as a "clearinghouse" for minority recruitment information among Consortium members.
* Each fall and spring we hold a conference, serving as a forum for new techniques and brainstorming for future activities.
* We serve as a model for other states.
* We have sponsored and hosted four state-wide minority recruitment job fairs.
* We have hosted two state-wide forums on ways to encourage high school minority

students to pursue careers in education for school and community persons and provided free registration for community persons when accompanied by a paid school employee. These forums have been VHS tape-recorded.

* We have hosted two dinner forums with significant speakers: State Board of Education member, Cleveland Superintendent, Dr. Pat Ackerman (President, National Alliance of Black School Educators), Paul Pearson (President, Miami University, Ohio), and the Ohio Governor's Assistant for Educational Affairs. These also were tape recorded.
* We conduct studies on the effectiveness or status of minority recruitment approaches. Some of our findings include: It was 10 times more productive to recruit locally than out-of-state for black teachers. There is an inadequate supply of minority candidates to meet our collective needs. From access to Ohio Department of Education data files, one study indicated a steady decrease in the number of black teachers in Ohio and a steady increase in the number of black students in Ohio for each of the past 12 years. A replacement study comparing 1989-90 de-employments and 1989-90 employments ("replacements") on a race/ethnic basis indicated that among the Consortium we are collectively decreasing the ratio of Black and Hispanic teachers, while significantly increasing the number of White teachers.
* We fund special recruitment activities. Last year we provided funds for personnel administrators to take high school minority students to lunch to "casually discuss" teaching as a career option.
* We serve as a role model to other Consortium members. For example, we are the first to pay minority applicant interview expenses. Then other districts followed.
* We serve as resource people for other personnel administrators to speak to boards of education or affirmative action committees.
* With the University of Cincinnati, we co-sponsored a future teacher fair/expo for high school minority students, November 1989. We initially expected 75 students, but 420 attended. The Consortium provided lunch and speakers. The Consortium also created a data base of students who attended (name, address, high school graduation year, colleges being considered, etc.) and distributed copies of data disks to the universities and school districts for their mail merge convenience in direct follow up.
* We refer minority candidates to other Consortium members.
* We serve as a "clearinghouse" for minority applicants seeking teaching or administrative positions.
* Education Week devoted a full page of "Commentary" to the Consortium.
* We were given credit for the Ohio Student Loan Commission dedicating 10 percent of its funds specifically for minority students.

In short, the Ohio Minority Recruitment Consortium has been quite active during the past six years. One of the greatest assets we have is our size from which has come respect by others. Another significant aspect is our singular focus on minority teacher recruitment. In the appendix to this paper, you will find some information about our consortium and one of its successful acitivities, an after action brief on the November 89 University of Cincinnati Job Fair. I hope you find them useful.

# Appendix

to

## The Ohio Minority Recruitment Consortium

by

Peter Loehr, Ph.D.

# THE OHIO MINORITY RECRUITMENT CONSORTIUM

a standing committee of the
Ohio Association of School Personnel Administrators
an affiliated state organization of the
American Association of School Personnel Administrators

October 1989

RE: Ohio Minority Recruitment Consortium
of Personnel Administrators --
Historical development

Dear Colleague:

The purpose of the information here is to inform you of how the Ohio Minority Recruitment Consortium got started, to review some of the activities during the past six years, and to project what we see for the future of the Consortium. If you would like to discuss any of these further, please call me.

In October 1984 a group of 15 personnel administrators from some of the largest Ohio public school districts formed a consortium to deal collectively with minority recruitment of teachers. The combined student enrollment of the districts is slightly more than a quarter million students.

Each October and March the Ohio Association of School Personnel Administrators ("OASPA") has a state-wide meeting in Columbus. In October 1984, 15 personnel administrators met the day before the OASPA meeting. The initial meeting was pursuant to a Federal Court Desegregation Plan in one of the districts (Lorain) to form such a committee of Ohio personnel administrators to work together. The districts were selected with the assistance of regional Federal Desegregation Assistance Center on the basis of an aggressive commitment to minority teacher recruitment. Each personnel administrator was contacted by phone prior to the initial meeting. Funding for this "organizational" meeting was provided by the Desegregation Assistance Center (about $600 for a meeting room and dinner). A representative of the Ohio State Department of Education (Division of Equal Opportunity) was also invited. From the beginning the Consortium has involved the Federal Desegregation Assistance Center and the Ohio Department of Education. Because the OASPA and the Ohio Association of College & University Staffing ("OACUS") executive committees were also meeting at the same hotel in Columbus, invitations for dinner were also extended to both executive committees to inform



BEST COPY AVAILABLE

them of the Consortium and to solicit their assistance with minority recruitment.

Both state association executive committees refused to have dinner with the 15 personnel administrators. They accused us of prejudice, of interest only in minorities, of discrimination, and of being in direct conflict with their organizations' operating principles. Later each state association would officially recognize the Consortium and would willingly participate with state-wide minority recruitment fairs and seminars.

At the initial meeting the administrators approached one another with friendly but guarded interest. As each administrator carried great perfessional responsibility for minority hiring, suspicion regarding joint effort was apparent. While this general resistancy prevailed for the next year, it gradually diminished as cooperative efforts increased. All attending the initial meeting did express appreciation for the dinner, the discussion format, and the opportunity to meet with other personnel administrators on this single topic.

One of the first projects of the Consortium was to conduct a study on the results of on-campus recruitment. Each of us had a substantial commitment to recruit on campuses in order to hire more minority teachers. Collectively, our research questions were: (1) where did we recruit? (2) How many days of professional time were devoted to recruitment? (3) How much money did we spend? and (4) How many minority teachers were hired as a result of such recruitment? The results of that report indicated to the Consortium that additional recruitment methods needed to be pursued if hiring goals were to be achieved. That is, it was quickly apparent that based on our collective hiring needs, there was an inadequate supply of minority candidates seeking teaching positions.

Another interesting by-product of the first report was the dramatic increase in the number of minority teachers hired by "just walking in the personnel offices." During the study period (1 Jan 85 - 31 Aug 85), 18 times more minority teachers were actually employed by that "method" than from on-campus recruitment. The Consortium conducted a follow-up survey of the "walk-in" persons hired which indicated that geographical preference was the determining factor on where minority teacher applicants sought employment.

The Consortium members continue to meet the day before the October and March state-wide meetings. Funding assistance (for meeting rooms and meals) comes from the Ohio Department of Education and the Federal Desegregation Assistance Center, as well as the Consortium's own resources (each school district provides travel and lodging).

A major Consortium activity each year since 1986 has been to sponsor a state-wide minority recruitment fair in Columbus. Both

the Ohio Association of School Personnel Administrators and the Ohio Association of College & University Staffing have endorsed and participated with the fair. Included with the fair has been a banquet for the recruiters, board members, and community leaders wherein speakers have addressed the topic of minority recruitment from national and state perspectives.

In addition to the formal meetings, an informal result of the Consortium is the developed cooperation the personnel administrators have with one another. It has become common for referrals of minority applicants to be made from one personnel administrator to another, when the referring district has no vacancies in particular certification areas.

In response to the need to increase the supply of minority teachers, the Consortium has produced a VHS tape addressed principally to minority high school students to pursue teaching as a career. The tape is suitable for counselors to use with individuals or small groups. The tape can also be broadcast on the cable TV channels that many school districts have, as well as used with adult meetings. Copies of the tape are available for pre-payment of $25 c/o Bob Quinlan, Director/Producer, Lorain City Schools TV Studio, Pole Avenue & 21 Street, Lorain, Ohio 44052.

As an additional long-term recruitment activity, in May 1988 the Ohio Minority Recruitment Consortium sponsored a state-wide workshop for teachers, counselors, and building-level administrators focusing on how to identify and motivate minority junior high and senior high students to consider teaching as a career. All Ohio school districts were invited to send persons at the cost of $35/each. For each paid registration for a school employee, the Consortium gave a free registration so a community member could also attend. The Consortium believes that minority recruitment is a concern of both the schools and the communities.

In May 1989 the Consortium sponsored another seminar focusing on encouraging high school minority students to pursue careers in education. Special speakers for this seminar came from Pennsylvania and California. VHS copies of these seminars are available for $35/each from Bob Quinlan, address above.

When the Consortium was in its initial stages, Ben Turner (former Director of KEDS Desegregation Assistance Center at Kent State and now Area Superintendent with Cleveland City Schools) insisted that the personnel administrators remain in the lead of the Consortium, and not "delegate" the leadership point position to either KEDS or the Ohio Department of Education. Mr. Turner reasoned that minority recruitment is the personnel administrators' domain because such persons have expertise in the selection processes. This aspect of minority recruitment should not be delegated to or assumed by any other department or individuals than the personnel administrators. We are, Turner



103 BEST COPY AVAILABLE

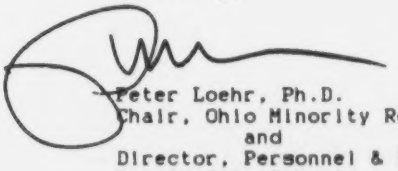
said, the only school employees with the day-to-day involvements, professional associates, and expertise in personnel selection.

For these reasons, the Ohio Minority Recruitment Consortium works. We're involved, committed, and excited about what we're doing. We're proving that when working together, we're not in competition with other districts, but in concert with others to hire more minority teachers for Ohio's public schools. Hiring more minority teachers in Ohio benefits each of us -- and those minority teachers remain in Ohio and in the teaching field. Increasing minority representation in classrooms is a concern that each of us shares, and it is far larger than the boundaries of our local school districts. Thus, the Consortium has been an effective model of educational leadership and involvement with this particular area of national concern.

If the "squeeky wheel gets the grease," we intend to squeek. Consortium members will address the Ohio School Boards Association Capital Conference in November 1989. We wrote a full-page editorial in Education Week. We meet. We write. We analyze. We squeek. We believe we are a viable voice in Ohio consistently addressing the need to increase the ratio of minority teachers. We're also a helpful support group for other Consortium members and other personnel administrators when they are criticized by the less-informed who think that there is a surplus of minority teachers seeking employment ("they are out there, all you have to do is find them"). Consortium members have spoken to affirmative action committees and boards of education at other school districts on the status of minority recruitment from a state perspective. Such co-support has been helpful.

For additional information on the Consortium, please call me. I'm excited about talking about the Ohio Minority Recruitment Consortium, how we got started, what we've done, what we're doing now, and what some of our major ambitions are for the future.

Sincerely,



Peter Loehr, Ph.D.
Chair, Ohio Minority Recruitment Consortium
and
Director, Personnel & Labor Relations
Lorain City Schools
1020 Seventh Street
Lorain, Ohio 44051-1493
Phone: (216) 246-5000

Disk: Minority Consortium # 2
Side 2: aConSum 891008
Oct 89

**THE OHIO MINORITY RECRUITMENT CONSORTIUM**

a standing committee of the
Ohio Association of School Personnel Administrators
an affiliated state organization of the
American Association of School Personnel Administrators

## Minority Future Teacher Fair/Expo

## University of Cincinnati/Southwest Ohio
## 8 November 1989

The Ohio Minority Recruitment Consortium members from southwest Ohio in concert with the University of Cincinnati College of Education Dean's Office hosted a future teacher fair/expo for minority high school students from southwest Ohio 8 November 1989. The main purposes of the fair were to identify minority students interested in teaching as a career, expose them to various speakers' experiences and views, and provide a brief tour of the University of Cincinnati.

On behalf of the Ohio Minority Recruitment Consortium Dr. Peter Loehr said:

> On behalf of the Ohio Minority Recruitment Consortium it is my pleasure to welcome you to the first annual southwest Ohio Minority Future Educator Fair.
>
> The Ohio Minority Recruitment Consortium represents 20 of the largest school districts in Ohio, as well as the University of Cincinnati and Ohio State University, Cincinnati City Schools, Columbus, Cleveland, Akron, Dayton, Princeton, Mt. Healthy, Lorain, Sandusky, Shaker-Heights, Lima, Canton, Trotwood-Madison, and others.
>
> Collectively we hire more than 1,000 teachers each year. We have a very active commitment to hire more black and Hispanic teachers.
>
> There is a great need throughout Ohio and the United States to have more black teachers. During each of the past 10 years in Ohio the number of black teachers has decreased while the number of black students has increased.
>
> The success of urban schools depends on increasing the number of black and other minority teachers.
>
> Today the speakers wish to impress on you that teaching is an excellent career choice -- offering a good life style for teachers and providing essential services to young people and communities.

America can be no stronger than its people. Strength today depends on a well-educated population. No longer can we afford the large drop-out and cop-out rates that have been common in urban schools.

I'm pleased that you are attending today's fair. I'm pleased that many of you are considering teaching as a career.

Teaching offers a starting salary of about $20 per hour and annual increases to that it's common in Ohio for teachers to earn $35/hour. There is great job security -- virtual life-time employment. And teaching offers an opportunity to help others -- while helping ourselves.

Dr. Reginald Green, Deputy Superintendent for Cincinnati City Schools gave the keynote address welcoming the students on behalf of Dr. Lee Etta Powell, Superintendent of Cincinnati Schools, saying:

Students, you are here today because you can make a difference in American education. American urban education is in trouble -- if American urban education is to be saved, you will save it.

I'm concerned about teaching and the quality of teaching in our schools. I encourage you to chose teaching as a career.

We need minority teachers. We can't save urban education with the composition of our teaching staffs now.

By the year 2000 we will need to hire 1,000,000 new teachers in the United States. There is definitely a shortage of minority teachers all over the country. Although some careers might offer greater monetary rewards, no other profession is as personally rewarding as teaching.

Great people -- great teachers -- are just ordinary people with an extra-ordinary amount of will to achieve.

What we are is God's gift to us. What we become is our gift to God.

Following Dr. Green's comments, Dr. Judith James, Assistant Dean, College of Education, University of Cincinnati, directed the students to form four groups and reassemble for small-group panel discussions. Each panel consisted of at least one university student, one university professor, and three teachers. Barbara Crist, Assistant Superintendent, North College Hill Schools and Barbara Hammel, Administrative Assistant for Staff Development & Personnel, Greenhills-Forest Park Schools, arranged the panel presentations to provide the students with a variety of positive views about careers in teaching, as well as the college experience.

Following the hour-long panel discussions with question & answer time, the students had a tour of the University of Cincinnati campus, then lunch in the University dining halls. Lunch was furnished by the Ohio Minority Recruitment Consortium, with funding assistance from the Ohio Department of Education,

Division of Equal Educational Opportunities, Hazel P. Flowers, Director and Program for Educational Opportunity, University of Michigan, Dr. Percy Bates, Director.

Follow-up activities:

1. Of the 430 students attending the fair/expo (from an actual headcount), 324 completed a registration card with name, address, phone, high school graduation year, and questions relating to the seriousness of interst in considering teaching as a career. 141 indicated a "serious" interest in teaching as a career. Also on the registation card was a question concerning where the students were considering attending college, as well as if they needed financial aid. The Ohio Minority Recruitment Consortium computerized the information on the registration cards and distributed to the participating school districts, University of Cincinnati, Miami University, and other interested parties. The data was formatted for the PARADOX, IBM-type program, computer capabilities available in most school districts and universities. The data can be used to:

    * Mail merge letters to all/selected persons encouraging them to pursue teaching as a career.

    * Sort by financial need and provide counseling/information (by Colleges and school counselors).

    * Sort by school district for follow-up of selected students.

    * Sort by colleges-of-interest for recruitment by those colleges.

    * Sort by affirmative interest in teaching for extra, individual follow-up.

2. The Chair of the Ohio Minority Recruitment Consortium will also personally write each of the students who indicated a positive interest in teaching as a career to encourage continued pursuit of that interest (141 students).

3. Based on the success of this pre-service recruitment fair, the Ohio Minority Recruitment Consortium plans to conduct similar sessions for high school students for the central part of Ohio (Columbus) and the northeast part of Ohio (Cleveland).

It was a general feeling of the personnel administrators and college faculty who had an active part with this first southwest Ohio Minority Future Teacher Fair/Expo that the activity was much more successful than initially expected. Whereas only 100-150 students were initially expected to attend, more than 400 attended! Also, there was a general preception that if high school minority students are encouraged to consider teaching as a career, they will be quite receptive to the idea. All they need is encouragement.

The Ohio Minority Recruitment Consortium is dedicated to increasing the ratio of minority teachers in urban school districts in Ohio. From the Consortium's





BEST COPY AVAILABLE

six years of concentrated activities and studies, it is clear that there is an inadequate number of existing minority certificated candidates seeking teaching positions. Thus, it is incumbent on each school district seeking more minority teachers to look within its own student population and encourage them to consider teaching as a rewarding and meaningful career choice. This "experiment" in southwest Ohio attests to the validity of the assumption that high school minority students are interested in teaching as a career if only encouraged by "the establishment" at the right time.

Special thanks to,

without whose assistance this conference would not have been possible:

Dr. Judith James, Assistant Dean
College of Education
University of Cincinnati

Martha Price & Ed Jung
Associate Director, Personnel
Cincinnati City Schools

Barbara Hammel
Admin Assistant, Personnel/Staff Development
Greenhills-Forest Park Schools

Barbara Crist
Assistant Superintendent
North College Hill Schools

Lloyd Brown
Assistant Superintendent
Mt. Healthy City Schools

Ohio Department of Education,
Division of Equal Educational Opportunities
Hazel P. Flowers, Director

Program for Educational Opportunity,
University of Michigan
Dr. Percy Bates, Director

Bill Hunter, Lowell Smith, & Peter Loehr
Ohio Minority Recruitment Consortium
for initiating this recruitment concept for Ohio

---

For information about the Ohio Minority Recruitment Consortium, contact Dr. Peter Loehr, Chair, c/o Lorain City Schools, 1020 Seventh Street, Lorain, Ohio 44052; phone (216) 246-5000.

[Cincy Fair 8911; OMRC # 2, 2nd]

# Where Are We Now? Where Should We Go From Here?

*Reginald Alston and Emanuel J. Mason, University of Kentucky*

The variety of presentations at the conference and the reactions to these presentations provide a solid foundation for assessing progress in our efforts to reverse trends and bring more minorities into the teaching profession. The first conference in the present series was dedicated to defining the problem and gathering information useful to implementing a model of minority recruitment and retention (Middleton, & Mason, 1987; Middleton, Mason, Stilwell, & Parker, 1988). The second conference was concerned with demonstrating how to implement that model (Middleton, Barnard, & Mason, 1988). The third conference, still concerned with getting the issue before the public, focused on building collaborative relationships between schools, teacher preparation programs and community groups (Middleton, Mason, Barnard, & Bickel, 1989). Finally, after four years, it became possible to design the conference as a forum to discuss programs that seem to be working. However, the effectiveness of these programs in the long-term still must be established.

The effectiveness of the present conference in promoting the recruitment and retention of minority students in teacher education is of continuing concern to the organizers. For this reason the participants at the 1990 conference were asked to give their views on its coverage of the issues. The majority of the participants reported being pleased with the range of topics and the quality of the presentations and meetings. However, several recommendations for future conferences were made.

1. A number of participants suggested inclusion of topics relating to recruitment and retention of minority teachers and students in public elementary and secondary schools rather than concentrating on efforts only at the university level. Several individuals also expressed a need to hear from more individuals whose recruitment and retention programs have been successful, so that factors that make programs successful can be identified.

2. A general feeling seemed to be present that a variety of small group sessions meeting simultaneously were necessary to accommodate the variety of interests and professional responsibilities represented within the conference attendees. Simultaneous sessions would enable the participants to select sessions that were most relevant for them.

3. Several individuals remarked about the tightness of the schedule. Many would have welcomed opportunities for more interaction and networking with other conference participants. This kind of opportunity would have led to more informal sharing of ideas, socialization, and the establishment of contacts that would support participants' efforts when they return to their workplaces.

4. Though input from university students on what they viewed as pressing issues in recruitment and retention was useful, it was felt that the students needed more assistance in preparing their presentations.

5. Some concern was expressed that the conference was not sufficiently "multi-ethnic." For example, certain participants felt that not enough attention was given to Hispanics, Indians or Asian-Americans.

6. There was a suggestion for broadening the conference participation to include representation from business and decision-makers at school district and university levels beyond the primarily university trainer and teacher groups toward whom the conference currently seems to cater.

7. Finally, the evaluation questionnaire seemed more suited to feedback from those participants who are employed at colleges and universities. Participants from public school districts and agencies felt that the evaluation form could be improved to permit them to share their feelings about minority recruitment and retention in schools and teaching.

It is clear from the present conference that many efforts and initiatives designed to bring more minority representation into the teaching profession and keep it there are being implemented across the country on college campuses, in schools, and by agencies and community groups. These efforts are being encouraged and sponsored by a variety of educational agencies, professional organizations and partnerships within the communities. However, the effects of these efforts are not yet clear. Progress will require renewed effort, perseverence, patience and continued attention.

*Conference Participants*

*1990*

## PARTICIPANTS

Adams, Dr. Sandra D.
A-27
Birmingham, AL 35254

Alexander, Dr. Lydia
University Station
Birmingham, AL 35294

Baker, Melody K.
107 Administration Bldg.
Kent, OH 44242

Battle, Mr. Eliot
1818 West Worley
Columbia, MO 65203

Benka, Dr. John T.
1131 South Dee Road
Park Ridge, IL 60068

Bowman, Jim
Ginger Hall, Room 801
Morehead, KY 40351

Boyd Jr., Dr. Alex
509 South Dubuque St.
Iowa City, Iowa 52240

Braty, Peter
Box 186
Nicholasville, KY 40356

Braxton, Gina
Belknap Campus
Louisville, KY 40272

Budhai, Diana
Culture Education Center
Albana, NY 12230

Buford, James C.
1020 7th Street
Lorain, OH 44012

Bybee, Frances
3750 Harrison Blvd.
Ogden, Utah 84408

Campbell, Kent
3924 Riverview Drive
Riverside, CA 92509

Chandler, Sam W.
P.O. Box 159, 403
Washington St.
Shelbyville, KY 40065

Clay, Tava T.
Office of Admissions
Frankfort, KY 40601

Conner, William J.
7601 E. 56th St.
Indianapolis, IN 46226

Craven, Dr. Lonnie L.
425 Page Hall
Bowling Green, KY 42101

Crumwell, Sidney E.
225 War Memorial Hall
Blacksburg, VA 24061

Daniels Jr., Dallow
Room 229 Statehouse
Indianapolis, IN 46208

Deal, Linda C.
L.B. 8013
Statesboro, GA 30460

Distel, David L.
7615 Harrison Ave.
Cincinnati, OH 45231

Dunn, Timothy
28 S. Main St.
West Hartford, CT 06107

Edwards, Carmento M.
Campus Box 712
Elizabeth City, NC 27909

Erne, Joe
3801 E. 79th St.
Indianapolis, IN 46240

Fleming, James T.
1400 Washington Ave.
Albany, NY 12222

Franklin, Dr. Virgil
181 White St.
Danburg, CT 06810

Gallegos, Dr. Gene
9001 Stockdale Hwy.
Bakersfield, CA 93310

Gilliam, Robert
355 E. Chicago St.
Elgin, IL 60120

Gillespie, Mel
3750 Harrison Blvd.
Ogden, UT 84408

Glover, Jerome L.
Room 120, 65 Court St.
Brooklyn, NY 11201

Goethals, Dr. M. Serra
Newburg Road
Louisville, KY 40205

Good, Tom
2000 24th St.
Bakersfield, CA 93301

Hagan, Patrick L.
308 N. Fifth St.
Bardstown, KY 40004

Harvey, Art S.
Eastern Kentucky University
Richmond, KY 40475

Haynes, Charles
202 White Hall
Kent, OH 44242

Heisinger, Dolores A.
1705 Murchison Drive
Buringame, CA 94010

Hill, Howard D.
P.O. Box 789
Bloomington, IN 47402

Hill, Stephen W.
Cultural Education Center
Albany, NY 12230

Hines, Laura M.
1300 Morris Park Ave.
Bronx, NY 10461

Hosler, Dr. Galen
7701 Lincoln Ave.
Skokie, IL 60077

Huff, Dr. Gene E.
1818 West Worley
Columbia, MO 65203

Husk, Dr. Bill
University of Louisville
Louisville, KY 40272

James, Dr. Judith R.
401 Teachers College ML02
Cincinnati, OH 45221

Johnson, Dr. Calvin
2801 South University
Little Rock, AR 72204

Jones, Brenda K.
1717 W. 5th St.
Greenville, NC 27834

Jones, Janice S.
1600 Dodge Ave.
Evanston, IL 60204

Jones Jr., John A.
5931 Molne Blvd.
New Orleans, LA 70124

Jones, Marilyn A.
Rm. 210A, Ginger Hall
Morehead, KY 40351

Jordon, Katrina
Mail Location 115
Cincinnati, OH 45221

Jung, Edward
230 E. Ninth St.
Cincinnati, OH 45202

Kane, Paul N.
Box 390
Wilmington, NC 28402

Kelly, Henry R.
Box 2219
Hartford, CT 06145

Klein, Dr. Nancy K.
Rt. 1416
Cleveland, OH 44115

Koon, Mrs. Sandra D.
2034 Lehigh Station Road
Henrietta, NY 14467

Lacey, William
2000 24th St.
Bakersfield, CA 93301

Linton, Marigold

Loeher, Peter
1020 7th Street
Lorain, OH 44012

Long, Jim
1805 Second St.
Henderson, KY 42420

Lloyd, Vernon L.
3205 S. Washington Ave.
Titusville, FL 32780

McClain, Maurice
Box 330, GPC
Nashville, TN 37203

McCarthy, Elsie
65 Court St., Rm. 102
Brooklyn, NY 11201

McConnell-Jackson, Judy
102 Roudebush Hall
Oxford, OH 45056

Mathews, F. Neil
Louisiana State University
Baton Rouge, LA 70803

Meadows Jr., Ferguson B.
202 White Hall
Kent, OH 44242

Neal, Ira T.
1 S.E. Ninth St.
Evansville, IN 47708

Nichols Sr., Robert L.
711 E. Britain Ave.
Benton Harbor, MI 49022

Odell, Kerry S.
2054 Ag Sciences Bldg.
Morgontown, WV 26506

Peden, Ken

Petrie, Omintha R.
110 Health Sciences Bldg.
Dayton, OH 45435

Price, Martha A.
230 E. Ninth St.
Cincinnati, OH 45202

Rambert, L. Jill
592 10th St. NW
Atlanta, GA 30318

Reid, Dr. Evelyn
142 McCracken Hall
???

Rowsey, Dr. Robert E.
3072 Haley Center
Auburn, AL 36849

Rush, Majorie E.
CEC Room 9D46
Albany, NY 12230

Schumann, Ana Maria
Morris Ave.
Union, NJ 07083

Skeel, Dorothy J.
Box 330 GPC
Nashville, TN 37203

Slack, Sara J.
319 S. Dargan St.
Florence, SC 29501

Smith, Anona P.
Box 7801, NCSU
Raleigh, NC 27695

Sterrett, Barbara
465 E. High St.
Lexington, KY 40502

Strub, Richard
508 Ed Center
Cedar Falls, IA 50613

Studt, Bill
309 South K St.
Oxnard, CA 93030

Johnson, Alice
309 South K St.
Oxnard, CA 93030

Sweet, Arthur
1220 Howard St.
Kalamazoo, MI 49001

Thayer, Margaret
1705 Murchison Dr.
Burlingame, CA 94010

Thurman, Alfonzo
College of Education
DeKalb, IL 60115

Travis, Dr. Leola M.
202 Hathaway Hall
Frankfort, KY 40601

Vaughn, Edgar
P.O. Box 159, 403
Washington St.
Shelbyville, KY 40065

Waidley, Ruth E.
1511 Peach St.
Erie, PA 16501

Waller, Frances C.
701 E. Second St.
Charlotte, NC 28202

Wambaugh, Melvin L.
1 S.E. Ninth St.
Evansville, IN 47708

Ward, Jim
204 Waters Hall
Manhattan, KS 66506

Williams, Sue
1805 Second St.
Henderson, KY 42420